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ABSTRACT

This document for participants comprises the agenda and abstracts of papers to be presented at the second national conference on the retention of black college students. The conference, as planned, offers 6 general sessions, 3 special sessions, 8 special activities, and 25 concurrent sessions. A total of 130 presenters from over 30 states and more than 90 institutions and agencies will present abstracts of 107 select papers. The following key topics will be explored in roundtables: (1) basic skills; (2) the freshman year; (3) articulation--the transfer student; (4) communications and reading; (5) science and mathematics; (6) general education requirements; (7) curriculum reform; (8) teacher effectiveness; (9) faculty/staff development; (10) graduate/professional studies; (11) the learning environment; (12) public policy impact; (13) coping mechanisms; (14) assessment/performance; (15) collecting retention data; (16) academic advisement/counseling; (17) student development; (18) pre-collegiate/outreach programs; (19) tutorials/special programs; and (20) non-traditional career options. The conference has been approved to award 2.1 Continuing Education Units (CEUs) through the Florida A and M University. The advertisements in the program book comprise a "Showcase of Graduate and Professional Programs" with a special interest in enrolling minority students. Biographies of the six main speakers, conference schedules, and brief abstracts of the 107 papers are included. (FMW)

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2ND
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"BLACK STUDENT RETENTION IN HIGHER EDUCATION"

* * *

Atlanta Marriott Marquis Hotel
November 2-5, 1986

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Florida A + M University
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The Florida Agricultural and Mechanical University

UD 027 295

LIFT EVERY VOICE AND SING

Lift evr'y voice and sing,
Till earth and heav-en ring,
Ring with the harmonies of Liberty,
Let our rejoicing rise
High as the list'-ning skies,
Let it resound loud as the rolling sea.

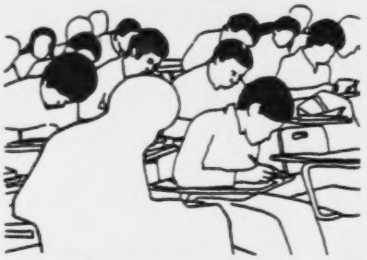
Sing a song full of the faith that the
dark past has taught us;
Sing a song full of the hope that the
present has brought us;
Facing the rising sun of our new day begun,
Let us march on till victory is won

God of our weary years,
God of our silent tears,
Thou who has brought us thus far on the way;
Thou who has by Thy might,
Led us into the light,
Keep us forever in the path, we pray.

Lest our feet stray from the place,
our God, where we met Thee,
Lest our hearts, drunk with the wine
of the world, we forget Thee;
Shadowed beneath Thy hand,
May we forever stand
True to our God, True to our native land.

WELCOME

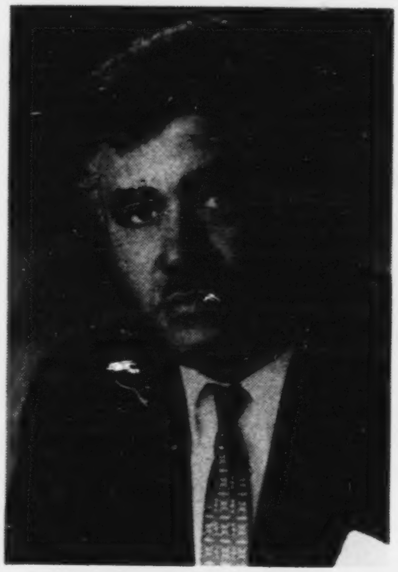
2ND
NATIONAL CONFERENCE



"BLACK STUDENT RETENTION IN HIGHER EDUCATION"

Atlanta Marriott Marquis Hotel
November 2-5, 1986

Hosted By:
The Florida Agricultural and Mechanical University



Dr. Frederick S. Humphries

President

Dr. Clinita A. Ford

Conference Coordinator

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CONFERENCE GOALS

"The National Conference on Black Student Retention in Higher Education" brings together administrators, faculty, students, researchers and others who have a common interest in the education of black college youth. Within this setting of collective attention, thought and expertise, the conference goals are to:

1. Provide a national forum for the exchange of ideas and information
2. Provide opportunities to explore issues that influence the retention of black students in higher education
3. Identify new initiatives and practices
4. Gain new insights into educational perspectives which relate to the problem
5. Provide for the presence of those who by position and experience can broaden our knowledge and increase our understanding of problems associated with black college youth remaining in school until graduation.
6. Contribute to higher education literature
7. Provide for the review and collection of student retention materials and descriptions of models adaptable at respective institutions.

CONFERENCE OVERVIEW

A landmark conference, addressing the issue of the retention of black students in the nation's institutions of higher education, convened November 5-8, 1985. The conference was but one drop of water in the cupful needed to quinch the intellectual thirst of educators and other professionals eager to develop the potentials of young black minds found in our colleges and universities throughout the country. The general session speakers were motivational and the concurrent sessions were quality papers. The enthusiasm for this conference and for another to follow in 1986 was evident early in the conference. By popular demand the second conference will be heralded in, on November 2, 1986 at the Marriott Marquis Hotel in Atlanta, Georgia.

The Second National Conference on Black Student Retention in Higher Education is now a reality and the first one is history. The conference has grown in scope and in attendance. Our specific interests are very diverse but our general interest is the same, "black student retention". The conference activities are structured to address the diversity and the commonality.

The 1986 conference offers six general sessions, three special sessions, eight special activities and 25 concurrent sessions. A total of 130 presentors from over 30 states and more than 90 institutions/agencies will be presenting "abstracts" of 107 select papers.

Our distinguished and elegant principal speakers will address the full conference in the general sessions. Question and Answer periods following General Sessions II, III and IV will allow limited time for conference participants to present specific issues of particular interest to them for further dialogue with the speakers.

The concurrent sessions were developed from the responses to "Call for Conference Presentation Proposals." These sessions will provide an opportunity for conference participants to share ideas on issues related to the conference theme, to share results of research, to describe model projects, to present analyses of critical problems and to provide information gathered from other scholarly endeavors. The 107 presentations are the "select abstracts" chosen from over 200 submissions.

OVERVIEW

The Roundtable Topics will be the initial gathering point for conference participants. Twenty topics will be explored as to their relationship and impact on black student retention. A student rap session will follow General Session II which is a session planned and executed exclusively by students. A group of student leaders from several colleges and universities are special guests of the conference. The Strategic Learning Systems Institute will conduct a special session you can not afford to miss. This was a top rated activity last year and is back by demand this year.

The eight special activities include two autograph sessions with two of the author-speakers, banquet, dance, luncheon, information exchange, daily conference newsletter and sales areas. The information exchange tables are for materials and samples brought for display by institutions. These include pick-up copies and sign-up lists. The sales areas will feature publications and other items by, for or about Blacks. All publications are discounted for the conference.

A new provision this year is the offering of Continuing Education Unit (CEU's) The conference has been approved to award up to 2.1 CEU's through The Florida A and M University. One CEU is awarded for every 10 contact hours of participation. This requires separate registration and a minimal fee. Inquire at the registration desk for further information.

The CEU is a universally recognized unit of education. It's purpose is to provide a mechanism by which continuing education activities can be recorded.

The advertisements in the program book are a "Showcase of Graduate and Professional Programs" which have a special interest in enrolling minorities. Remember these institutions when you counsel students for advanced study.

Door prizes will be awarded at several of the general and special sessions. You must be present to win. The super door prize will be awarded at the closing luncheon.

ENJOY ATLANTA
"The Gateway to the South"

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1987 NATIONAL CONFERENCE

Hyatt Regency Tampa

November 1-4, 1987

Tampa, Florida

CONFERENCE STAFF

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Conference Coordinator

Angela Bunch
Gerri Chambers
Jonathan Elimimian
Henry Ellison
Darian Jacobs
Gladys Johnson

Freda Moghaddam
Adel Manatee
Joe Roach
Saeed Torof
David Voss
Eva Wanton

CALL FOR PAPERS

Third National Conference on Black Student Retentio

November 1-4, 1987

Hyatt Regency Tampa

at Tampa City Center

Tampa, Florida

Proposals are requested for conference presentations related to the theme "Black Student Retention in Colleges and Universities". The presentation may be based on research, a model program, a project or innovative strategies. The proposal must be structured for a 15-20 minute presentation.

Send a two page (maximum) abstract, typed and double spaced by May 1, 1987. All presentors must be registered to participate in the conference. Send abstracts to:

Dr. Clinita A. Ford
Retention Conference Coordinator
209 Jackson Davis Hall
Florida A and M University
Tallahassee, FL 32307
(904) 599-3527

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E1-007, E21-155

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E32-187

Adkins, Martha
E1-003, E5-121

Allen, Lauretta
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Allen, William
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Amory, Marion
E11-125

Anderson, James
E16-000

Andrews, Archie
E2-000

Arrington, Don
E23-000

Arrington, Pamela
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Banks, James
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Bell, Edward
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Blake, Joann
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Cargile, Samuel
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Cavitt, Portia
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Chenault, Kathryn
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1987 NATIONAL CONFERENCE

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CALL FOR PAPERS

Third National Conference on Black Student Retention

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MRS. MARY HATWOOD FUTRELL
Profile

Energetic and dynamic, Mary Hatwood Futrell has been a guiding force as President of the National Education Association in efforts to focus national attention on the quality of public education. Mary Futrell assumed the position of NEA President in 1983 and was re-elected in July, 1985. At that time, she launched a national campaign to combat illiteracy and the school dropout problem, based upon educational excellence projects designed and developed by the NEA membership, under the banner of "Operation Rescue".

Born in Altavista, Virginia, Mrs. Futrell received her baccalaureate degree in business education from Virginia State University in Petersburg, Virginia and her Master's degree from George Washington University in Washington, D. C. A high school business education teacher in Alexandria, Virginia, Mrs. Futrell first served as President of the Education Association of Alexandria and then as President of the Virginia Education Association. Through the years, she served on the NEA Board of Directors and other national panels such as the NEA Task Force on School Volunteers.

Mrs. Futrell's numerous leadership commitments have included membership on the National Commission on the Role and Future of State Colleges and Universities, the Carnegie Forum on Education and the Economy Task Force on Teaching as a Profession, the Carnegie Foundation National Panel on the Study of the American High School, the Education Commission of the States, the Israel-Virginia Commission and the National Commission for the United Nations Educations, Scientific and Cultural Organization (UNESCO).

Mary Hatwood Futrell has demonstrated profound national leadership in education.

MS. LAWANNA RENEE GELZER

Profile

Young, energetic and talented the dynamic Lawanna Renee Gelzer is currently serving her second term as president of the Florida Black Student Association, Inc (FBSA). Established in 1976, FBSA is the oldest black statewide student organization in the nation.

Ms. Gelzer is a graduate of Rollins College (FL) with a degree in Economics and Mathematics. Her experience as a minority student in a majority environment, the challenges which confronted her and the coping mechanisms which she had to utilize to survive, have made her a very sensitive person to the problems of black students in higher education. Her interests and involvement encompass the black institutions as well as the traditionally white institutions.

Ms. Gelzer states that she is "working to help expose Black students to the essential factors of education and community affairs that are necessary for the development of a more secure Black Society". Ms. Gelzer is eager to share the FBSA experience with other states so that similar orgainizations can be established where they do not exist.

Dr. JAMES A. ANDERSON
Profile

Associate Professor of Psychology at Indiana University of Pennsylvania, Dr. James A. Anderson is one of the nation's leading authorities on the psychology of learning and the impacts of culture, race and gender on educational performance. Among his academic research interests are the conflict between Western education and the psychological orientations of minority students, racial differences in cognitive styles, conflicts between learning styles and teaching styles, student retention and the attitudinal profiles of Black women and Black male and female homosexuals. Forthcoming books include Black Gays in White America: A Demographic and Attitudinal Profile and When Learning Styles Conflict with Teaching Styles: The Dilemma of the Black Student.

Born and raised in Washington, D.C., Dr. Anderson received his baccalaureate degree in Psychology from Villanova University in 1970 before joining the Addiction Services Agency in New York as a consultant. He later worked as a Counselor and Tutor for COSEP, Cornell's minority recruitment program and as Research Analyst in the Personnel Division of IBM. In 1976, Dr. Anderson became Chairperson of the Psychology Department at Xavier University in New Orleans, and in 1980 received his doctorate in Psychology from Cornell University.

Since 1980, Dr. Anderson has served as Director of Counseling Services in the St. Luke Community Program, Associate Director of the Benjamin E. Mays Academy of Scholars at Indiana University of Pennsylvania and as a consultant to the New Orleans Public Schools. In this latter capacity, he was the principal evaluator of the city's truancy programs.

Speaking from his broad professional experience and extensive academic involvement with wide-ranging research interests, Dr. Anderson brings a high degree of expertise to the intertwined problems of minority student retention and culture based learning conflicts.

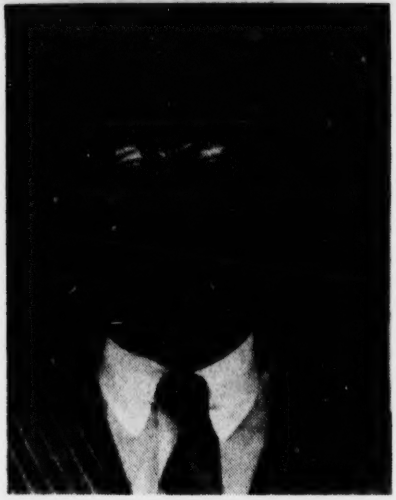
Dr. Charles Vert Willie
Profile

Assertive, articulate and persuasive, Dr. Charles Willie is a scholar/activist by disposition. The committment to his discipline, Sociology, is matched by a willingness to employ extensive knowledge and skills in the struggle to overcome racist and sexist oppression. Currently serving as Professor of education and urban studies at the Harvard University Graduate School of Education, Dr. Willie has a distinguished record of service in the American Sociological Association, Society for the Study of Social Problems and the Eastern Sociological Society.

Dr. Willie earned his baccalaureate degree from Morehouse College in 1948 (where he and Martin Luther King, Jr. were classmates) and earned his Master's degree at Atlanta University in 1949. He then moved to Syracuse Univsity, where he earned his doctorate in Sociology in 1957, spending twenty-five years as graduate student, professor, Department Chair and Vice-President. Over the years, his research interests have included education, health, race relations and the urban community.

Prominent among Dr. Willie's social contributions have been service as a member of the President's Commission on Mental Health, an expert witness on several school desegregation cases, CoChair of the Association of Black Faculty and Administrators at Harvard University and Vice President of the House of Deputies of the Episcopal Church's General Convention. In the latter role, Dr. Willie was a participant in the first service for the ordination of women to the priesthood. Due largely to the Episcopal Church's reluctance to recognize its first women priests, Dr. Willie resigned in protest and was subsequently named one of forty male heroes by Ms. magazine in its tenth anniversary issue.

Dr. Willie is the author of seventy-five articles and seventeen books. Among his most recent contributions are Black and White Families (1985), Five Black Scholars (1985), School Desegregation Plans That Work (1984) and Race, Ethnicity and Socioeconomic Status (1983).

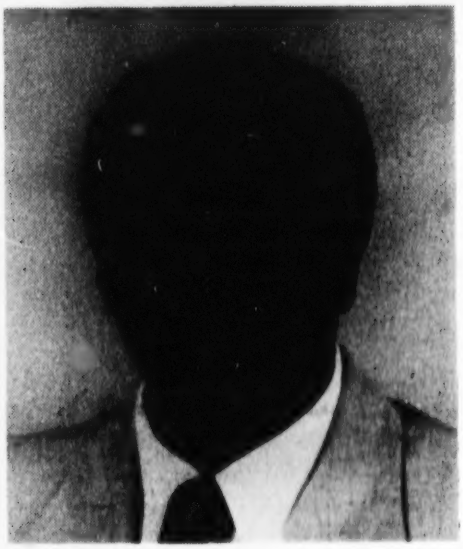


DR. KENNETH S. TOLLETT
Profile

Demonstrated leadership in higher education, the law and the struggle for equal educational opportunity for all Americans continues to place Dr. Kenneth S. Tollett in the vanguard of efforts to achieve true social justice. Distinguished Professor of Higher Education at Howard University, Dr. Tollett earned his A.B., J.D., and M.A. (Political Science) degrees from the University of Chicago. He has served as National Advisory Board Chairman and Director of Howard University's Institute for the Study of Educational Policy, Dean of Texas Southern University School of Law, Visiting Fellow at the Center for the Study of Democratic Institutions, a member of the Carnegie Commission and Visiting Professor at the University of Colorado School of Law.

He is a member of several organizations among which are the American Bar Association; National Bar Association; Chairman, District of Columbia Commission on Post-secondary Education; the American Academy of Political and Social Science; the Texas Constitutional Revision Commission; American Section of the International Association for the Philosophy of Law and Social Philosophy; Advisory Panel for National Board on Graduate Education, Minority Group Participation in Graduate Education: A Report with Recommendations (June 1976); the Visiting Committee, the College and the Graduate School of Arts and Sciences, Harvard University; and the Visiting Committee, the Law School, University of Chicago (presently serving an unprecedented third three-year term).

Dr. Tollett has authored nearly eighty major papers for meetings and conferences. His proposals and grants total nearly $3 million. He appeared on several radio and television programs, e.g., the "Today Show" twice to debate the Bakke Case and "The Adovocates: to debate Liberal Arts for the Masses. Until recently, he virtually alone aggressively and forcefully urged that Title III be made race-specific. He has received many special awards, e.g., the NBA C. Francis Stradford Award in 1968 and the University of Chicago Alumni Association's Professional Achievement Award "for his record of outstanding contributions and leadership in his professional field which have distinguished his efforts and reflected credit upon the University and its Alumni" in 1972.



DR. GERALD L. DURLEY

Profile

Interim Consultant to the President of Clark College in Atlanta and President of Global Perspectives, Inc., an educational television firm, Dr. Gerald L. Durley's commitment to human rights and educational opportunity is evident in a life marked by challenges accepted and services rendered to the human community.

Born in Wichita, Kansas, Dr. Durley grew up in California and Colorado. After graduating with a Bachelor of Science in Pschology from Tennessee State University in Nashville, where he was active in the civil rights movement, Dr. Durley served as a Peace Corps volunteer for two years in Nigeria. The next year found him in Switzerland, working as a Research Assistant for the Institute of Psychology in Neuchatel.

Returning to the United States, Dr. Durley earned a Master's degree in Community Mental Health from Northern Illinois University, where he also helped to found the Afro-American Cultural Organization. After graduation, he worked as an administrator, counselor and Director of Black Studies, before assuming the position of Assistant Branch Chief of Pupil Personnel Services with the U.S. Office of Education. In 1973, he received a Doctorate of Education in Urban Educational Psychology at the University of Massachusetts in Amherst.

After first working in the private sector, Dr. Durley started his own firm, Global Perspectives, Inc., to produce the first full-length film for television depicting the legacy of the Historically Black College and University. Dr. Durley was awarded a Master of Divinity degree at Howard University and presently serves as Pulpit Associate at Ebenezer Baptist Church in Atlanta.

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1987 NATIONAL CONFERENCE

Hyatt Regency Tampa

November 1-4, 1987

Tampa, Florida

E1-000

ROUNDTABLE TOPICS
Sunday, November 2, 1986
7:30PM - 9:30PM
Marquis IV Ballroom

E1-001 **BASIC SKILLS**
Leader: Dr. Evangeline R. Darity
Co-Leader: Dr. William Allen

E1-002 **THE FRESHMAN YEAR**
Leader: Ms. JoAnn Blake
Co-Leader: Dr. Rosie Mickey

E1-003 **ARTICULATION - THE TRANSFER STUDENT**
Leader: Ms. Martha Adkins
Co-Leader: Dr. Mamie McKnight

E1-004 **COMMUNICATIONS AND READING**
Leader: Mr. George Stokes
Co-Leader: Dr. David Terrell

E1-005 **SCIENCE AND MATHEMATICS**
Leader: Dr. Arthur Culbert
Co-Leader: Ms. Jean Fitts

E1-006 **GENERAL EDUCATION REQUIREMENTS**
Leader: Mr. David Voss
Co-Leader: Dr. Rosalyn Sykes

E1-007 **CURRICULUM REFORM**
Leader: Mr. Melvin Aaron
Co-Leader: Mr. Vernon Grier

E1-008 **TEACHER EFFECTIVENESS**
Leader: Dr. Cordell Wynn
Co-Leader: Dr. Ruby Hobbs

E1-009 **FACULTY/STAFF DEVELOPMENT**
Leader: Ms. Gerri Chambers
Co-Leader: Mr. Kenneth Hartman

E1-010 **GRADUATE/PROFESSIONAL STUDIES**
Leader: Dr. Simon Johnson
Co-Leader: Ms. Lauretta Allen

E1-011 **THE LEARNING ENVIRONMENT**
Leader: Dr. Carl Bryant
Co-Leader: Dr. Mary Edmonds

ROUNDTABLE TOPICS
Marquis Ballroom Cont'd

E1-012 **PUBLIC POLICY IMPACT**
Leader: Dr. James Haynes
Co-Leader: Dr. Jonathan Elimimian

E1-013 **COPING MECHANISM - SURVIVAL**
Leader: Dr. Darlene DeFour
Co-Leader: Dr. Eva Wanton

E1-014 **ASSESSMENT/PERFORMANCE**
Leader: Ms. Freda Moghaddam
Co-Leader: Dr. Patrick Penn

E1-015 **COLLECTING RETENTION DATA**
Leader: Dr. Robert Clayton
Co-Leader: Dr. John Staley

E1-016 **ACADEMIC ADVISEMENT/COUNSELING**
Leader: Ms. Deloris Massey
Co-Leader: Dr. Willie Wimberly

E1-017 **STUDENT DEVELOPMENT**
Leader: Dr. Melvin Terrell
Co-Leader: Dr. Lucille Tunstall

E1-018 **PRE-COLLEGIATE/OUTREACH PROGRAMS**
Leader: Dr. Marie Metz
Co-Leader: Ms. Daveley Walders

E1-019 **TUTORIALS/SPECIAL PROGRAMS**
Leader: Mr. Sylvanus Drakes
Co-Leader: Mr. Esrold Nurse

E1-020 **NON-TRADITIONAL CAREER OPTIONS**
Leader: Ms. Arlene Olinsky
Co-Leader: Ms. Eda Harris

CONCURRENT SESSIONS
Monday, November 3, 1986
9:00AM - 10:20AM

AMSTERDAM E2-000

E2-051 "A Dynamic Student Focus Model For Institutional Response To Integrating Minority Students On Predominantly White Campuses"

E2-105 "Academic Advising For Credit: An Alternative Approach To Improve Student Retention"

E2-108 "Utilization Of Para-Professional To Improve Student Retention"

E2-120 "The Comprehensive Planning Model For Black Student Retention"

COPENHAGEN E3-000

E3-056 "Responding To The Retention Of Black Students On A Small Predominantly White Campus"

E3-061 "Eliminating Academic Culture Shock: On Developing Programs For The Retention Of Black Students On White Majority Campuses"

E3-118 "College Education, Minority Student, And Catholic High School: Partners In Success"

E3-076 "Retaining Black Graduate Students"

QUEBEC E4-000

E4-065 "Helping Minority Students Remain In College By Improving Their Reading, Writing, And Study Habits"

E4-066 "Non Academic Factors In The Retention Of Minority Students In Higher Education"

E4-086 "The Black Collegian Advisement Program - A Comprehensive Black Student Retention Model"

E4-165 "Evaluation Research Design For Academic Advisement Srograms"

Monday, November 3, 1986
9:00AM - 10:20AM Cont'd

STOCKHOLM E5-000

E5-087 "Pre-Collegiate Strategies And Activities And Continous Collaborative Efforts: Requisites For Black Student Retention In Postsecondary Institutions"

E5-098 "Chemical Abuse Prevention Programming And Black Student Retention"

E5-121 "Project Success--Student Retention Program Utilizing The Mentor Concept"

E5-126 "Black Baccalaureate Nursing Students: Stressors, Social Supports and Retention Strategies"

TRINIDAD AND MADRID E6-000

E6-052 "The Role Of Black Personnel At Historically White Colleges/Universities In The Retention Of Black Students"

E6-138 "The Black College Dilemma: A Case Analysis Of Catch 22 Organizational Change For Historically Black Institutions of Higher Education"

E6-103 "Incentives: The Impact Of Student Financial Aid On Minority Participation In Postsecondary Education"

E6-114 "Counseling Improves Success & Retention Of High Risk Students"

CONCURRENT SESSIONS
Monday, November 3, 1986
10:30AM - 12:00N

AMSTERDAM E7-000

E7-083	"Predicting Student Success In Allied Health Career Education"
E7-084	"Minority Student Retention: An Assessment Of What Works"
E7-093	"Black Student Retention"
E7-095	"Preventing Student Attrition: What Research Says About Locus Of Control And Achievement"
E7-106	"Retenton Of Disadvantaged Students (RODS): Pathway To Professionalism"

COPENHAGEN E8-000

E8-050	"Retention-What Works"
E8-115	"The Future Of College Financing For Black Students: Financial Planning VS Financial Aid"
E8-137	"An Experiential Case Method Approach For Developing Analytical Conceptual Skills: A Self Paced Padagogical Systems Approach"
E8-166	"Experiential Education As A Means Of Retaining Students"

QUEBEC E9-000

E9-161	"Early Medical School Selection Program (EMSSP)"
E9-175	"Career Opportunities For Black Americans In Podiatric Medicine"
E9-111	"Retention Of Black Students At An Urban Commuter School"

Monday, November 3, 1986
10:30AM - 12:00N Cont'd

STOCKHOLM E10-000

E10-075 "Black Studies And Black Student Retention In Colleges And Universities"

E10-077 "Assisting Freshman On Academic Probation: A Retention Model"

E10-082 "Problems In Counseling/Advising At High School And College Levels"

E10-132 "Cultural Clarification: A Deterrant To Black Student Attrition"

E10-147 "Learning To Learn: Improving Retention Through Critical Thinking Skill Development"

TRINIDAD AND MADRID E11-000

E11-128 "The Utilization Of Microcomputers And Marketing Techniques Toward Self-Assessments And Solutions To Retention Concerns"

E11-080 "Survival Politics: From Matriculation To Diploma"

E11-125 "A Comprehensive - Interdisciplinary Program For The Retention Of Non-Traditional Students"

E11-113 "Black Student Retention Programs At Kent State University's College Of Businesss Administration"

E11-071 "Coping Strategies Of Black Students At A Four Year University: Implications For Student Retention"

E12-000

GENERAL SESSION I
Monday, November 3, 1986
1:30PM - 3:20PM
Marquis IV Ballroom

PRESIDING ------------------------------ Dr. Clinita A. Ford
Conference Coordinator

CALL TO ORDER

INVOCATION --------------------------- Dr. Robert L. Clayton, Pastor
Oak Street AME Zion Church; Richmond, VA

WELCOME ------------------------------- Dr. Frederick S. Humphries
President, The Florida A&M University

GREETINGS ----------------------------- City of Atlanta
Office of the Mayor

INTRODUCTION OF SPEAKER --------------- Dr. Frederick S. Humphries

SPEAKER ------------------------------- **Mrs. Mary Hatwood Futrell**
President, National Education Association

TOPIC: "Public Policy and Black Student Survival"

REMARKS ------------------------------- Dr. Frederick S. Humphries

THE CONFERENCE PLAN ------------------- Dr. Clinita A. Ford

ANNOUNCEMENTS

COFFEE BREAK
3:20PM - 3:40PM

Department of Ocean Engineering

MASSACHUSETTS INSTITUTE OF TECHNOLOGY • CAMBRIDGE, MASS. 02139

Graduate Studies in Ocean Engineering at MIT

Programs of Study: The Department of Ocean Engineering at MIT offers programs leading to the Master of Science, Ocean Engineer, Naval Engineer, Doctor of Philosophy, and Doctor of Science degrees. Degrees are awarded in naval architecture and marine engineering, ocean engineering, oceanographic engineering, and ocean systems management. Fields of study include fluid mechanics, structural mechanics, oceanographic engineering, underwater welding, offshore engineering, ship/rig/platform design, marine resource development, ocean engineering and law, and marine transportation. Employment opportunities for graduates are available in industry, consulting firms, and government.

Research Facilities: The Department's research facilities include a Variable Pressure Water Tunnel, a Ship Model Towing Tank, an Offshore Structural Dynamics Laboratory, an Underwater Acoustics and Seismic Laboratory, an Acoustics and Vibration Laboratory, an Ocean Engineering Computer-Aided Design Laboratory, a Computational Hydrodynamics facility, and a number of computation facilities.

Financial Aid: Research and teaching assistantships are available for well-qualified students. Stipends for the 1986-87 academic year are $7065 for full-time research assistants and $8190 for full-time teaching assistants. Not all appointments are available on a full-time basis. Tuition is prorated as to the percent-time appointment of the student; a full-time appointment includes full tuition remission.

Cost of Study: Tuition for the 1986-87 academic year is $11,800. Tuition for the 1986 summer term was $3950. The application fee is $40.

Admission Requirements: To apply for admission, a student must complete an undergraduate program with sufficient background in mathematics, physics, and applied sciences and with an average of B or better. The GRE General Test is required of all applicants. Applications for the Fall Term are due on January 15.

Correspondence and Information: For brochure and detailed information regarding research and teaching programs, please contact the Student Administrator, Department of Ocean Engineering, Massachusetts Institute of Technology, Room 5-225, Cambridge, MA 02139 (Telephone : (617) 253-4330).

E13-000

GENERAL SESSION II
Monday, November 3, 1986
3:40PM - 5:00PM
Marquis IV Ballroom

PRESIDING ---------------------- Ms. Lawanna Gelzer, President
Florida Black Student Association, Inc.

TOPIC: "Black Student Concerns"

PANEL MEMBERS ------------------- Mr. Harold Blake
Southern Regional Affairs
NAACP Youth Division

Ms. Brenda Davenport
Director of Student Affairs
Southern Christian Leadership Conference

Ms. Lawanna Gelzer
Panel Leader

Mr. Keith Jennings
Graduate Students
Atlanta University

Mr. Alvin Robinson
President, Southern Technical Institute
NAACP

Ms. Lisa Williamson
Director of Student Affairs
Commission for Racial Justice

QUESTIONS AND ANSWERS

CLOSING REMARKS ---------------- Ms. Lawanna Gelzer

ANNOUNCEMENTS ------------------ Dr. Clinita A. Ford

DOOR PRIZES (must be present to win)

E14-000

SPECIAL SESSION
Monday, November 3, 1986
5:00PM - 6:00PM
"STUDENT RAP SESSION"
South Hampton Room

RAP LEADER ---------------------- Ms. Lawanna Gelzer, President
Florida Black Student Association, Inc.

E15-000

SPECIAL SESSION
Monday, November 3, 1986
7:00PM - 9:00PM
Marquis IV Ballroom

PRESIDING ----------------------- Mr. David Voss
Assistant to the Dean
School of General Studies
The Florida A and M University

CALL TO ORDER

INTRODUCTION OF WORKSHOP LEADER -- Dr. Clinita A. Ford

WORKSHOP LEADER ----------------- **Dr. A. Lee Johnson, President**
Strategic Learning Systems Institute
Bayside, New York
Author, "The Strategic Communicator"

REMARKS ------------------------- Mr. David Voss

ANNOUNCEMENTS ------------------- Dr. Clinita A. Ford

DOOR PRIZE (must be present to win)

AUTOGRAPH SESSION

E16-000

GENERAL SESSION III
Tuesday, November 4, 1986
9:00AM - 10:20AM
Imperial "B" Ballroom

PRESIDING ----------------------- Mrs. Ann P. Collins, Chief
Challenge Grant/Endowment Grant Programs Branch
Division of Institutional Development
US Office of Education, Washington, DC

CALL TO ORDER

THOUGHT FOR TODAY --------------- Dr. Robert L. Clayton

CONFERENCE NOTATIONS ------------ Dr. Clinita A. Ford

INTRODUCTION OF SPEAKER --------- Dr. Adib Shakir, Vice President
Academic Affairs, Bethune Cookman College

SPEAKER ------------------------- **Dr. James A. Anderson**
Associate Professor of Psychology
Indiana University of Pennsylvania

TOPIC: "Western Educational Systems In Conflict With Learning Styles Of Minority Students"

REMARKS ------------------------- Dr. Adib Shakir

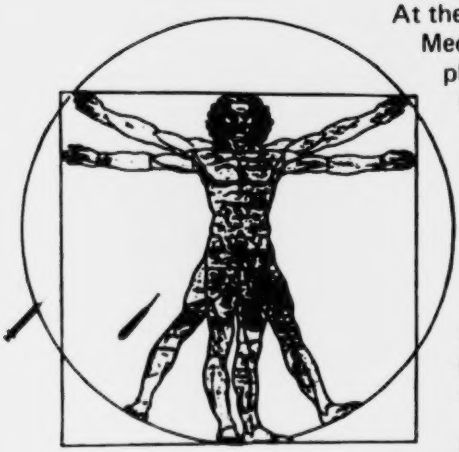
QUESTIONS AND ANSWERS

ANNOUNCEMENTS

DOOR PRIZES (must be present to win)

COFFEE BREAK
10:20AM - 10:40AM

There are doctors and then there are D.O.ctors



At the Ohio University College of Osteopathic Medicine, we educate D.O.ctors – well-rounded physicians with a thorough knowledge of family medicine who have the additional training that only osteopathy can offer.

D.O.ctors enjoy all the practice possibilities of other complete physicians. They can take residency training to become specialists, they will prescribe drugs, they may choose to perform surgery or deliver babies. Every day they face the challenges of helping their patients become and stay well.

Physicians who receive the Doctor of Osteopathy degree from Ohio University College of Osteopathic Medicine are especially well-equipped to meet those challenges. Our curriculum is rigorous, but especially designed to help our students learn the skills they need to become excellent physicians. Each course builds on what has come before; each unit relates to what will follow.

In the very first quarter of their four years of training, our students start learning about "the something extra" that is inherent to osteopathic medicine. In part, that means our students learn a special diagnostic and treatment tool – osteopathic manipulative therapy. But learning when and how to use their hands to recognize and correct structural problems in the body is just the beginning of understanding osteopathy. The real distinction of the profession is in the philosopy of holism which underlies all that a D.O.ctor does, and those studies may take a little longer.

Not everybody is suited to becoming a D.O.ctor. We're looking for students who will become successful and caring physicians. If you know young people with that potential, please tell us.
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For more information, write to

James P. Artis, Ph.D.
Assistant Dean for Admissions
Ohio University
College of Osteopathic Medicine
Athens, Ohio 45701

CONCURRENT SESSIONS III
Tuesday, November 4, 1986
10:40AM - 12:15PM

AMSTERDAM E17-000

E17-145 "A Classroom Tool To Aid In Black Student Retention At Colleges And Universities"

E17-184 "First-Time-In-College (FTIC) Profiles And Retention Patterns"

E17-150 "Ways To Prepare Minority-Group Students For Standardized Testing"

COPENHAGEN E18-000

E18-085 "The Freshmen Studies Program - An Interdisciplinary Approach To Basic Skills For Under Prepared College Students"

E18-131 "The Value Of Parent Education As It Affects The Retention Of SEEK (Search For Education, Elevation, And Knowledge) Students At Brooklyn College"

E18-139 "Factors Affecting Academic Success And Dropout Behavior Among Black Freshmen Students At A Predominantly Black Urban Community College"

E18-148 "The Center Of Excellence: A Successful Program For Black Student Retention"

QUEBEC E19-000

E19-140 "Recruiting And Graduating Black Students"

E19-146 "Early Awareness: The New Retention"

E19-054 "The Relation Between Aptitude, Financial Aid Packaging And Retention Of Black Students At Predominantly White, Selective Liberal Arts College"

E19-135 "Black Staff At Major Universities: The Need To Teach"

Tuesday, November 4, 1986
10:40AM - 12:15PM Cont'd

STOCKHOLM E20-000

E20-058 "The Impact Of Force Desegregation On Student Retention"

E20-176 "Student Progression And Educational Performance Standards In The State Of Florida"

E20-160 "Black Student Retention Programs In Higher Education: Policy And Implementation"

E20-152 "What Are Good Black Retention Statistics"

TRINIDAD AND MADRID E21-000

E21-123 "Black Student Retention In Colleges And Universities: Strategies For Increasing The Number Of Achitects And Engineers"

E21-155 "Comparative Retention Rates: Persistence, Academic Achievement Patterns And Graduation Rates Of Select Undergraduate Student Subpopulations Entering The University Of California, Irvine Falls 1979 - 84"

E21-068 "Coping Ability As A Predictor Of Academic Achievement Among Black College Students"

E21-102 "The Compton Community College Case: An Example Of Self-Assessment And Systems Solution To Black Student Retention"

CALL FOR PAPERS

Third National Conference on Black Student Retention

November 1-4, 1987

Hyatt Regency Tampa

at Tampa City Center

Tampa, Florida

Proposals are requested for conference presentations related to the theme "Black Student Retention in Colleges and Universities". The presentation may be based on research, a model program, a project or innovative strategies. The proposal must be structured for a 15-20 minute presentation.

Send a two page (maximum) abstract, typed and double spaced by May 1, 1987. All presentors must be registered to participate in the conference. Send abstracts to:

Dr. Clinita A. Ford
Retention Conference Coordinator
209 Jackson Davis Hall
Florida A and M University
Tallahassee, FL 32307
(904) 599-3527

E22-000

GENERAL SESSION IV

Tuesday, November 4, 1986
2:00PM - 3:10PM
Imperial "B" Ballroom

PRESIDING ---------------------- Dr. Marvel Lang, Director
Center for Urban Affairs
Michigan State University

CALL TO ORDER

INTRODUCTION OF SPEAKER -------- Mr. George Stokes, Program Specialist
Institute of International Education
Washington, DC

SPEAKER ------------------------ **Dr. Kenneth S. Tollett, Author**
"The Strangling Of Black Rights"
Distinquished Professor, Graduate School
of Arts and Sciences, Howard University

QUESTIONS AND ANSWERS

REMARKS ------------------------ Dr. Marvel Lang

ANNOUNCEMENTS ------------------ Dr. Clinita A. Ford

DOOR PRIZES (must be present to win)

COFFEE BREAK
3:10PM - 3:30PM

Opportunities For Minority Students

- Graduate and Professional Opportunity Program Fellowships
- Graduate Teaching Fellowships
- Graduate Research Fellowships
- Undergraduate Merit Scholarships
- Financial Aid for Disadvantaged Undergraduates
- Careers in Business, Computer Science, Engineering, Information Science, Library Science, Public and International Affairs, and Law
- Careers in Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Health-Related Professions
- Careers in Social Science, Social Work, Education, the Humanities, and the Natural Sciences
- Undergraduate Equal Opportunity Programs

For more information, including a detailed brochure on opportunities for minority students, please write to:

Dr. Jack L. Daniel
Assistant Provost for
Undergraduate Programs
801 Cathedral of Learning
University of Pittsburgh
Pittsburgh, PA 15260
(412) 624-4220

University of Pittsburgh

CONCURRENT SESSION IV
Tuesday, November 4, 1986
3:30PM - 5:00PM

AMSTERDAM E23-000

E23-167	"Dallas County Community College District: A Community Development Approach To Recruitment And Retention"
E23-079	"Enhancing Black Student Achievement And Retention The Commitment And Approach Of Fairfax County Public Schools Area II Administrative Office"
E23-168	"Brothers Helping Brothers Community Mentorship Program"
E23-180	"The Impact Of Fee Payment On Student Retention"

COPENHAGEN E24-000

E24-182	"A New Student Hardbook Without Rules"
E24-159	"Using The Colorado Educational Interest Indicator As An Aid To Academic Major Selection"
E24-158	"The Best Retention Strategy: Academic Preparation"

QUEBEC E25-000

E25-090	"Student Achievers In The Black Life Experience: (SABLE): Pre-Collegiate Community Outreach Program"
E25-099	"Black Student Retention Through Leadership Development"
E25-173	"Developing Black Student Leadership"
E25-117	"The Devlopment Of The University Of Akron's Black United Student"

STOCKHOLM E26-000

E26-171	"Recruitment Plus Retention: The Key To Black College Survival"
E26-178	"Academic And Non-Academic Support For Minority Freshman"
E26-188	"A Black Male Support Group On An Urban Campus"
E26-154	"Strategic Learning Systems: Solving Retention Problems By Exposing The Self-Esteem Conspiracy"

Tuesday, November 4, 1986
3:30AM - 5:00PM Cont'd

TRINIDAD AND MADRID E27-000

E27-088	"The Reading Skills Laboratory: A Support For Retention"
E27-109	"Student Retention Through Community Service"
E27-100	"Using The Myers - Briggs Type Indicator To Structure An Effective Tutoring Program"
E27-104	"Minority Recruitment And Retention At A Small Junior College: Are The Odds Against Us?"
E27-186	"Evaluation Strategies For Retention Programs"

EMORY
UNIVERSITY

Cor prudentis possidebit scientiam

The Graduate School
of Arts and Sciences

Masters and doctoral programs are offered in Anatomy and Cell Biology, Art History, Biochemistry, Biology, Chemistry, Comparative Literature, Economics, Education, English, French, Genetics, Geology, History, Liberal Arts, Library and Information Management, Mathematics and Computer Science, Microbiology and Immunology, Neuroscience, Pathology, Pharmacology, Philosophy, Physics, Physiology, Political Science, Psychology, Religion, Sociology, Spanish, and Statistics and Biometry.

Financial aid is awarded on a competitive basis as tuition scholarships, fellowships, and teaching and research assistantships. Additionally, as many as seven George W. Woodruff Fellowships of full tuition plus an annual stipend of $12,000 are awarded each year to outstanding entering students. Graduate and Professional Opportunity Program fellowships are available in some departments to women and minorities who are under-represented in specific fields of study. Tuition in 1986-87 will be $9,250 for the academic year; approximately 80% of all entering students receive tuition awards and fellowships or assistantships.

For applications, catalogs, and additional information, write The Graduate School of Arts and Sciences, Emory University, Atlanta, GA 30322, or call 404 727-6028. The application deadline for admission with consideration for financial awards is February 15. All applicants for admission must submit scores on the Graduate Record Examination (GRE). Potential applicants are encouraged to write to the Director of Graduate Studies for the department in which they are interested for specific information concerning the program and additional application requirements.

E28-000

GENERAL SESSION V
"BANQUET"
Tuesday, November 4, 1986
7:00PM - 12:00M
Marquis III Ballroom

7:00PM Cash Bar

7:30PM Banquet

PRESIDING ------------------ Dr. Cordell Wynn, President
Stillman College

CALL TO ORDER

INVOCATION ------------------ Dr. Robert L. Clayton

INTRODUCTION OF SPEAKER --- Dr. Harry S. Blanton, Vice President
Planning, Policy Analysis and Information Technology
The Florida A and M University

SPEAKER -------------------- **Dr. Charles V. Willie, Author**
"Black Colleges In America"
Professor, Graduate School of Education
Harvard University

REMARKS ------------------ Dr. Harry S. Blanton

ANNOUNCEMENTS ------------- Dr. Clinita A. Ford

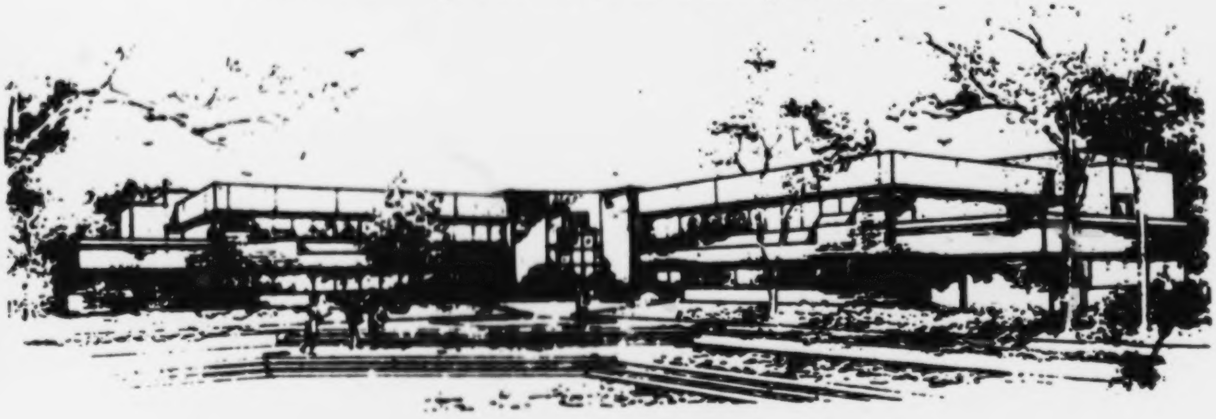
AUTOGRAPH SESSION

DANCING AND CASH BAR - 'til midnite

Music By Bill Odum Associates, Atlanta, Georgia

Drew Medical School

"To serve the underserved with competence & compassion."



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1621 E. 120th St., L.A., CA 90059
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UNIVERSITY OF DELAWARE

GRADUATE FELLOWSHIPS FOR MINORITIES

AWARDS The University of Delaware will award 46 graduate fellowships and tuition scholarships to minority students (Black U.S. citizens) in 1987-88. The positions apply to either a master's or doctoral program. The appointment is for one year and is renewable for a second year provided the recipient remains in good academic standing. Doctoral students may be appointed beyond the two-year period on a department assistantship. Fellowship stipends will be over $7000 per year.

PROGRAMS Fellowships may be held in any of the ten colleges:

- Agricultural Sciences
- Arts & Science
- Business & Economics
- Education
- Engineering
- Human Resources
- Marine Studies
- Nursing
- Physical Education
- Urban Affairs

APPLICATIONS Application materials may be obtained by writing to the Office of Graduate Studies, University of Delaware, Newark, DE 19716. Application deadline is February 15.

CONCURRENT SESSION V
Wednesday, November 5, 1986
9:00AM - 11:00AM

AMSTERDAM E29-000

E29-069	"Increasing Student Retention: The Black And White Of It - Part I"
E29-181	"Student Athletes - Admission And Academic Performance As A Factor On Retention"
E29-179	"Developing Institutional Retention Awareness"
E29-130	"Recruitment And Retention Of Black Students, Faculty And Staff On Small Predominantly White Liberal Arts Campuses"
E29-169	"Releasing The Academic Potential Of Minority Students: Model Programs That Are Making It Happen"

COPENHAGEN E30-000

E30-063	"Withdrawal And Grade Perfomance Factors In Intermediate Accounting"
E30-081	"The Relationship Of Collegiate Adjustment And Social Relevancy Of University Environment To Black Student Academic Ascendancy At A Predominantly White Institution"
E30-097	"The Impact Of The Academic Readiness Of First-Time-In-College Freshmen On Academic Performance And Retention"
E30-110	"The Impact Of Social And Academic Integration On Minority Student Retention: Implication For Policy"
E30-107	"Determinants Of Black Students' Satisfaction With Course Work: A Factor Analytic Model (Findings Of A Major Study)"

Wednesday, November 5, 1986
9:00AM - 11:00AM Cont'd

QUEBEC E31-000

E31-112 "Student Retention: Responsibility Of Administration, Faculty And Students"

E31-119 "A Diversified Approach To President Life For Minority Students"

E31-162 "The Undecided: Strategies To Increase Retention For Students Who Have Not Selected Or Cannot Gain Entry Into A Major Field Of Study"

E31-170 "The Effects Of Non-Cognitive Variables On Academic Persistence Among Blacks In A Predominantly White Institution Of Higher Education"

E31-092 "Perceptions Of Black Alumni Of The University Of Akron"

STOCKHOLM E32-000

E32-153 "Academic Support Programs In A Law School: A Retention Model"

E32-127 "The Paradox Of Perception: Black Students On Recruitment And Retention"

E32-094 "Retention: A Community College Approach"

E32-116 "Strategies For Retaining Potential Business Majors"

E32-187 "Factors In Student Attrition At Prairie View A and M University"

TRINIDAD AND MADRID E33-000

E33-185 "Pre-enrollment Retention Strategies"

E33-141 "Office Of The Associate Provost-Special Programs: A Comprehensive Administrative Model For The Retention Of African American Students"

E33-183 "A Retention Predictor Model"

E33-177 "In Pursuit Of Excellence And Involement: A Unique Student Retention Model For Black Students On A Predominantly White Campus"

E33-144 "Calculus By The Dozen: A Retention Program For Under-Represented Minority Students In Mathematics Based Majors"

PLAN NOW ! ! !

1987 NATIONAL CONFERENCE

Hyatt Regency Tampa

November 1-4, 1987

Tampa, Florida

Wednesday, November 5, 1986

CHECK OUT OF HOTEL 11:00AM - 11:30AM

Video Check-Out available in your room

E34-000

GENERAL SESSION VI
"CLOSING LUNCHEON"

Wednesday, November 5, 1986
11:30AM - 2:00PM
Marquis II Ballroom

PRESIDING ---------------------- Dr. Clinita A. Ford

CALL TO ORDER

INVOCATION --------------------- Dr. Robert L. Clayton

LUNCH

OBSERVATIONS ------------------- Dr. Federick S. Humphries
President, The Florida A&M University

ACKNOWLEDGEMENTS/ANNOUNCEMENTS

SUPER DOOR PRIZE (must be present to win)

CONFERENCE SUMMARY ------------- Dr. Eva C. Wanton, Dean
School of General Studies
The Florida A and M University

INTRODUCTION OF SPEAKER -------- Dr. Melvin O. Smith

SPEAKER ------------------------ **Dr. Gerald L. Durley**
Visiting Professor, Clark College
Atlanta, Georgia

TOPIC: "The Challenge"

REMARKS ------------------------ Dr. Eva C. Wanton

CONFERENCE CLOSING ------------- Dr. Clinita A. Ford
Dr. Robert L. Clayton

East Carolina University School of Medicine

SUMMER PROGRAM FOR FUTURE DOCTORS

The Center for Student Opportunities (CSO) is offering an eight week (May 26 -July 21, 1987) enrichment program for minority and/or disadvantaged premedical students.

School of Medicine faculty and CSO staff will instruct program participants in: Reading and Study Skills; Basic Sciences Concepts; MCAT; and Communication Skills. Experiences in the clinical environment will be included in addition to study in the classroom.

All applicants must have completed at least two of the following courses: biology, chemistry and/or physics. Application must be received by March 1. Each participant will be paid a per diem for attendance.

Request for application should be addressed to:

Center for Student Opportunities
School of Medicine
East Carolina University
Greenville, North Carolina 27858-4354
Phone: 919/757-2500

East Carolina University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, sex, age, or handicap. Moreover, East Carolina University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of black students.

BOSTON COLLEGE
885 CENTRE STREET, NEWTON, MA 02159

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CALL FOR PAPERS

Third National Conference on Black Student Retention

November 1-4, 1987

Hyatt Regency Tampa

at Tampa City Center

Tampa, Florida

Proposals are requested for conference presentations related to the theme "Black Student Retention in Colleges and Universities". The presentation may be based on research, a model program, a project or innovative strategies. The proposal must be structured for a 15-20 minute presentation.

Send a two page (maximum) abstract, typed and double spaced by May 1, 1987. All presentors must be registered to participate in the conference. Send abstracts to:

Dr. Clinita A. Ford
Retention Conference Coordinator
809 Jackson Davis Hall
Florida A and M University
Tallahassee, FL 32307
(904) 599-3327

FAMU Hosts Talks On Student Retention

1985

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FAMU's Title III Program office hosted the first National Conference on Black Student Retention in Lake Buena Vista last month. More than 200 educators, administrators and researchers from historically black colleges and universities met to analyze the problems of black student dropouts and share strategies for dealing with it.

FAMU Sponsored National Conference. . .

More than 200 educators, administrators and
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colleges and universities (HBCUs)
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THE WEEKLY CHALLENGER, SATURDAY, NOVEMBER 16, 1985

Black Colleges Emphasize Retention

ORLANDO (PAVE) — black colleges and universities already suffering from low enrollment are putting greater emphasis these days on making sure that students who enroll remain for their entire course of study.

According to Clark College (Atlanta) president Elias Blake, "We (Black colleges) are in a period where are going to have to be ch more systematic and ilant about dropout vention."

lake said that Clark Col-
started retention pro-
ns two years ago when

the school's dropout rate at midyear reached 10 percent. The institution has about 1,900 students.

"Normally, we expect about a 5 percent dropoff between semesters and that includes students who graduate," Blake said last week while attending the first annual National Conference on Black Student retention at traditionally Black Colleges and Universities.

Clark College has since set up a "warning system on students who might be

CONT. PAGE 12

appropriate,
hungry for the informa-
eager to hear about successful activities at the various institutions and to contribute their thoughts and observations to the process. The response was very
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Florida A&M University Fights Student Attrition; Holds Conference For HBCs

FAMU Sponsors National Conference On Black Student Retention

TALLAHASSEE- More than 200 educators, ad- and resear
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Ford aids newcomers

FAMuan 12-5-85

By Barbara Gibbs
FAMUAN Staff Writer

"Retention Program,"
ram

questions that students are likely to ask once they have arrived on campus.

On Nov. 5-8 in Lake Buena Vista, Fla., FAMU hosted a al Conference on Black Retention in Traditionally Black l Universities. FAMU ourth of the five-yea velop an institution management progr der Title III of ducation Act of 1

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The three-day National Conference on Black Student Retention in Historically/Traditionally Black Colleges and Universities was hosted by Florida Agricultural and Mechanical Univer-

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CONFERENCES

NOVEMBER

STUDENT RETENTION IN BLACK COLLEGES

The First National Conference on Black Student Retention in Historically/Traditionally Black Colleges and Universities, will be held November 5-8, 1985, in Lake Buena Vista, FL. This important conference will be addressed by noted resources such as Dr. Na'im Akbar, recognized of Black Psychol-

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1987 NATIONAL CONFERENCE

Hyatt Regency Tampa

November 1-4, 1987

Tampa, Florida

CONFERENCE-AT-A-GLANCE
ACTIVITIES SCHEDULE
November 3-5, 1986

DAYS	TIME / ROOMS	FOYER	AMSTERDAM	COPENHAGEN	IMPERIAL "B"	MARQUIS II	MARQUIS III	MARQUIS IV	QUEBEC	SOUTH HAMPTON	STOCKHOLM	TRINIDAD/ MADRID	NOTES
SUN. NOV. 2	2:00 pm-10:00 pm	REG											Registration
	7:30 pm- 9:30 pm							RTT					Roundtable Topics/ Cash Bar
MONDAY NOVEMBER 3	8:00 am- 6:00 pm	REG											Registration
	9:00 am-10:20 am		CC	CC					CC		CC	CC	Concurrent Sessions
	10:30 am-12:00 N		CC	CC					CC		CC	CC	Concurrent Sessions
	12:00 N- 1:30 pm												LUNCH (On your own)
	1:30 pm- 3:20 pm							GEN I					Mrs. Mary Hatwood Futrell
	3:20 pm- 3.40 pm							CB					Coffee Break
	3:40 pm- 5:00 pm							GEN II					Student Panel; Ms. Luwanna Gelzer
	5:00 pm- 6:00 pm									SRS			Student Rap Session
	7:00 pm- 9:00 pm							SLS					Dr. A. Lee Johnson
TUESDAY NOVEMBER 4	8:00 am- 8:00 pm	REG											Registration
	9:00 am-10:20 am				GEN III								Dr. James A. Anderson
	10:20 am-10:40 am				CB								Coffee Break
	12:15 pm- 2:00 pm		CC	CC					CC		CC	CC	Concurrent Session
	12:15 pm- 2:00 pm												LUNCH (On your own)
	2:00 pm- 3:10 pm				GEN IV								Dr. Kenneth Tollett
	3:10 pm- 3:30 pm				CB								Coffee Break
	3:30 pm- 5:00 pm		CC	CC					CC		CC	CC	Concurrent Sessions
	7:00 pm-12:00 M						GEN V						Dr. Charles V. Willie Banquet Dancing — Cash Bar
WED NOV. 5	8:00 am-10:00 am	REG											Registration
	9:00 am-11:00 am		CC	CC					CC		CC	CC	Concurrent Sessions
	11:00 am-11:30 am												CHECK OUT OF HOTEL
	11:30 am- 2:00 pm					GEN VI							Dr. Gerald Durley Closing Luncheon

LEGEND:
CB = Coffee Break
CC = Concurrent Session
GEN = General Session
REG = Registration
RTT = Roundtable Topics
SLS = Strategic Learning Systems
SRS = Student Rap Session

CONFERENCE-AT-A-GLANCE

CONCURRENT SESSIONS

November 3-5, 1986

Day / Time		Amsterdam	Copenhagen	Quebec	Stockholm	Trinidad Madrid
Monday November 3 9:00 a.m.- 10:20 a.m.		**A. Andrews E. Neal Facilitators**	**M. Boyd P. Burton Facilitators**	**R. Bradley M. Pinkston Facilitators**	**R. Clayton P. Stevens Facilitators**	**G. Stokes B. Bullock Facilitators**
	A	051	056	065	087	052
	B	105	061	066	098	138
	C	108	118	086	121	103
	D	120	076	165	126	114
Monday November 3 10:30 a.m. 12:00 noon		**D. Wilson B. King Facilitators**	**B. Slaughter B. Washington Facilitators**	**C. Lattimore G. Huston Facilitators**	**D. Voss L. Gelzer Facilitators**	**R. Hill E. Thomas Facilitators**
	A	083	050	161	075	128
	B	084	115	175	077	080
	C	093	137	111	082	125
	D	095	166		132	113
	E	106			147	071
Tuesday November 4 10:40 a.m. 12:15 p.m.		**C. Wynn G. Church Facilitators**	**T. Eaton P. Cavitt Facilitators**	**M. Brown E. Washington Facilitators**	**J. Simmons F. Dobson Facilitators**	**M. Lang H. Willis Facilitators**
	A	145	085	140	058	123
	B	184	131	146	176	155
	C	150	139	054	160	068
	D		148	135	152	102
Tuesday November 4 3:30 p.m. 5:00 p.m.		**R. Winbush D. Arrington Facilitators**	**E. Wanton T. Robinson Facilitators**	**S. Turner E. Wilson Facilitators**	**E. Higgins H. Wray Facilitators**	**P. Grimes C. McFarland Facilitators**
	A	167	182	090	171	088
	B	079	159	099	178	109
	C	168	158	173	188	100
	D	180		117	154	104
	E					186
Wednesday November 5 9:00 a.m. 11:00 a.m.		**T. Bruce J. O'Bannon Facilitators**	**K. Chenault M. Penpinson Facilitators**	**E. Madison T. Wilderson Facilitators**	**M. Metz G. Hill Facilitators**	**E. Harris E. Williams Facilitators**
	A	069	063	112	153	185
	B	181	081	119	127	141
	C	179	097	162	094	183
	D	130	110	170	116	177
	E	169	107	092	187	144

LEGEND: **A-E = sequential order of presentations**
Number corresponds to Abstract Code identification

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CONFERENCE ABSTRACTS

CODE 05

ABSTRACT TITLE:

"RETENTION -- WHAT WORKS"

Author(s)-Title(s)-Institution(s)

Hobbs, Ruby L. (Dr.), Director, Learning Development Center/Assistant Professor of Higher Education and Administration, The University of Mississippi

Summary:

The presentation addresses research involving methodology and results of the Learning Center as a tool for increasing retention rates (in particular Blacks at a predominantly White college). Subjects examined in this study included all entering freshman probationary and a random sample of non-probationary students at the University of Mississippi in the fall semesters of 1976 and 1977, respectively. A study population of 76 students was subdivided into four groups: (1) Black probationary student (2) White probationary students, (3) Black non-probationary students, (4 White non-probationary students. Of the students who enrolled initially as first time freshman in 1976 and 1977, 66 were Black probationary students, 243 were White probationary students, and 122 were non-probationa students. There was also a random sample of 335 White non-probationary students, selected from a total population of 2,632 White students entering the fall semesters of 1976 and 1977. Seven variables were compared: (1) probationary and non-probationary students, (2) Black probationary and White probationary students, (3) Black non-probationary and White no probationary students, (4) Black probationary and Black non-probationary students, (5) White probationary and White non-probationary students, (6 probationary students who utilized the Learning Development Center (LDC) and probationary students who did not utilize the LDC, and (7) non-probationary students who utilized the LDC and non-probationary students who did not utilize the LDC. The data were analyzed using the Statistic Package for the Social Sciences (SPSS) with an alpha level of .05 to establish the statistical significance of the test results in each case. The outcome of this study showed that there was a significant difference between the retention rates of numbers 3, 6, and 7. Handouts will be pr vided.

Significance:

Participants will be informed of the impact and outcome of continued success of learning centers on improving retention rates at most institutions.

CODE 051

ABSTRACT TITLE:

A DYNAMIC STUDENT FOCUSED MODEL FOR AN INSTITUTIONAL RESPONSE TO INTEGRATING MINORITY STUDENTS ON PREDOMINANTLY WHITE CAMPUSES

Author(s)-Title(s)-Institution(s)

Edmonds, Mary M. (Ph.D.), Vice President for Student Affairs/Professor of Sociology, Bowling Green State University, Ohio

Summary:

The climate for minorities on predominantly white campuses continues to be perceived by minority students as uninviting, alien and places where failure has a high probability of occurring. The academic and social integration, so vital to a successful academic career, appears to escape minority students disproportionately.

To ascertain student perceptions, two studies were conducted. The first was conducted in the Fall of 1984 to compare and contrast the extent to which undergraduate Black, White and Hispanic students perceive themselves to be integrated into the college life at a mid-western, predominantly white institution. Variables such as race, parents' education, gender, academic level and participation in the Student Development Program were identified as indicators or influences on measures of academic and social integration. The four scales for operationalizing the constructs of academic and social integration are as follows: 1) Peer Group Interaction, 2) Student Nonclassroom Interaction with Faculty, 3) Faculty Concern with Student Development and Teaching, and 4) Academic and Intellectual Development. The analysis revealed that there were several significant differences between Black, White and Hispanic students' perceptions of academic and social integration. The second study was conducted in the Fall Semester, 1985 to ascertain the perceptions of freshmen students on questions of race and pluralism. This was deemed critical to ascertaining perceptions students possess as they enter the University.

A Dynamic Student Focused Model for an Institutional Response to Integrating Minority Students on Predominantly White Campuses will be presented to show the interaction between the various student variables and the four academic and social integration measures.

Significance:

How minority students perceive the campus environment influences the likelihood that they will remain rather than seek a more accommodating and less stressful college experience.

CODE 052

ABSTRACT TITLE:

THE ROLE OF BLACK PERSONNEL AT HISTORICALLY WHITE COLLEGES/UNIVERSITIES IN THE RETENTION OF BLACK STUDENTS

Author(s)-Title(s)-Institution(s)

Burt, Winston (Dr.), Associate Professor, Norfolk State University

Summary:

A presentation and discussion of the current trends affecting the retention of Black students at historically white colleges/universities. Cultural and philosophical perspectives are needed to ensure the promotion and maintenance of value, scholarship and social thought, which are unique to Blacks as a people. Since the process of education draws upon the cultural roots of society, it is crucial that historically white colleges/universities begin to understand and emphasize the Black perspective. Black personnel at these institutions are seen as occupying a unique role in the development of strategies to address this situation which is a key plank of any retention effort. Black educators are also challenged to search for relevant educational opportunities to retain Black students in the educational process. Meaningful educational experience is vital for the retention of Black students.

Significance:

This presentation will attempt to provide a framework for the development of effective strategies for the retention of Black students at historically white colleges/universities. The role of Black educators in the retention process is seen as crucial.

CODE 054

ABSTRACT TITLE:

THE RELATIONSHIP BETWEEN APTITUDE, FINANCIAL AID PACKAGING, AND RETENTION OF BLACK STUDENTS AT A PREDOMINANTLY WHITE, SELECTIVE LIBERAL ARTS COLLEGE

Author(s)-Title(s)-Institution(s)

Penn, Patrick (Dr.), Acting Dean/Developmental Services, Oberlin College
Panos, Robert J. (Dr.), Assistant Dean/Developmental Services, Oberlin College

Summary:

A current problem receiving national attention in American higher education involves the twin factors of declining enrollments among Black students and the declining numbers of enrolled Black students who persist to graduation. This problem is particularly acute at predominantly white institutions, where the majority of Black students are enrolled. Financial difficulty is often the most frequently cited reason given by students who do not enroll, or who do not persist to graduation; other frequently cited explanations for non-persistence are related to academic pressures or aptitude. This session presents the results of a research study utilizing multiple linear regression analysis to investigate the relationship between aptitude, factors in the financial profiles of parents, financial aid package characteristics, and persistence or non-persistence to graduation among Black students enrolled at a predominantly white, selective liberal arts college from 1975-76 through 1985-86. A research bibliography, and written materials are distributed.

Significance:

This study assumes that students, parents, educational policymakers, and administrators have an interest in the impact of financial aid on Black student persistence to graduation. The findings from this research could be used by participants as a resource model for planning retention strategies for Black students enrolled at predominantly white institutions of higher ed

CODE 056

ABSTRACT TITLE:

RESPONDING TO THE RETENTION OF BLACK STUDENTS ON A SMALL PREDOMINTLY WHITE CAMPUS

Author(s)-Title(s)-Institution(s)

Nurse, Esrold, (Mr.) Director of Minority Student Services, University of Wisconsin-Parkside

Summary:

In an effort to encourage and increased the enrollment of black students on a small predominantly white campus, we have designed a model for retention of black students at the University of Wisconsin-Parkside. The conceptual framework of the model is based on a Pre-College program (8-12 grade), with predetermined goals and objectives. Specific activities like Campus Support Services, and a monitoring/tracking System for Freshmen will be discussed. In addition, how to create faculty awareness and involvement, provide Black role models and increase financial Support Services will be presented during the demonstration.

Significance:

How pre-college program can be used to decrease droput and stopout will be examined and analysed.

CODE 058

ABSTRACT TITLE:

THE IMPACT OF FORCED DESEGREGATION ON STUDENT RETENTION

Author(s)-Title(s)-Institution(s)

Haynes, James H. (Dr.), Acting Vice President for Planning and Operations Analysis, Morgan State University

Summary:

This presentation is designed to show a relationship (through an empirical analysis) between policy designed to enforce the integration of institutions of higher learning and the subsequent enrollments at these institutions. The fundamental theory proposed is that an institution cannot retain students if it does not enroll students. Data will show a steady decline in Black students enrolling at historically Black institutions.

Significance:

The paper will influence future desegregation policies as they relate to enrollment.

CODE 061

ABSTRACT TITLE:

ELIMINATING OF ACADEMIC CULTURE SHOCK: ON DEVELOPING PROGRAMS FOR THE RETENTION OF BLACK STUDENTS ON WHITE MAJORITY CAMPUSES

Author(s)-Title(s)-Institution(s)

Rashid, Edward Khiwuwa (Ph.D.), A Post Doctoral and Assistant Researcher,
University of Arizona

Summary:

The thrust of the study was to focus on how black students survive in the predominantly white majority student campuses. The author reviewed the retention and attritional programs as are currently provided by the six major universities with over 30,000 students. The targeted schools were selected as to four national regions. That is: the west, east, north, and south. The selection of these schools was based on the following criteria:

1. Comparable relative student body for both minority and majority of student body.
2. Minority student program as onset of 5-10 years.
3. Location of the University (proximity to the city neighborhoods) While in some instances, the author compared and contrasted the programs, the study avoided serious criticisms. B. The author also attempted to analyze opinions from the interviews of the educators and black students as randomly selected across the country. The results were determined by a series of statistical instruments.

Significance:

Participants are familiarized with what effort is being done from other universities. The paper brings out the opinions and recommendations as determined from the study of the educators and black students. By using this information, the coordinator of the respective programs at the universities will most certainly focus on the best approaches of how to prepare for the black students and other minorities.

CODE 063

ABSTRACT TITLE:

WITHDRAWAL AND GRADE PERFORMANCE FACTORS IN INTERMEDIATE ACCOUNTING

Author(s)-Title(s)-Institution(s)

Moore, Louella (Dr.), Assistant Professor/Accounting, Arkansas State University

Summary:

Three stage least squares estimation of path coefficients was used to analyze questionnaire data from a multi-institutional study of attrition and grade performance in Intermediate Accounting. A major model assumption was that the major department impacts students enrolled in upper-level courses more than the overall university environment. Background, ego strength, and problem solving attitude were modeled as determining commitments to the student's major and to the accounting course. Commitment constructs were modeled as combining with class and student characteristics to moderate the impact of past academic performance upon current performance or attrition. The overall results and output from separate analyses by race will be discussed.

Significance:

An understanding of the similarities and differences in withdrawal and performance factors operating across demographic groups is relevant to both admission and retention policies.

CODE 065

ABSTRACT TITLE:

HELPING MINORITY STUDENTS REMAIN IN COLLEGE BY IMPROVING THEIR READING, WRITING AND STUDY HABITS

Author(s)-Title(s)-Institution(s)

Incardone, Peter (Professor) Director of Continuing Education, Jersey City State College

Summary:

As we enter the second decade of teaching remedial reading and writing at the college level in America, we reflect on the past and ponder the future. Several thoughts come to mind:

1. The flow of postsecondary students who require skills assistance is not diminishing and the demand for skills instruction will remain with us for another ten to twenty years.
2. Far too many minority students drop or fail out of college due to weaknesses in reading, writing and study skills.
3. There is a feeling of concern among college instructors that skills courses at the postsecondary level are 'too little, too late'.

The speaker believes that language skills at the college level can be successful if priorities in instruction are adopted and systems (holistic, global) of study are stressed, rather than drill in individual skills or sub-skills of reading and writing. The speaker also believes that we must practice at the postsecondary level what we have been preaching to elementary and secondary instructors - reading and writing is best taught and learned in the academic subjects.

A twenty page packet of informational hand-outs was distributed to each attendee and various sample systems of study were discussed and analyzed; actual college freshmen work sheets in various college courses were reviewed for strengths and weaknesses.

Significance:

Participants will receive packets depicting contemporary methods and research in teaching language skills to minority college students today.

CODE 066

ABSTRACT TITLE:

NON-ACADEMIC FACTORS IN THE RETENTION OF MINORITY STUDENTS IN HIGHER EDUCATIO

Author(s)-Title(s)-Institution(s)

Dixon, Harold (Mr.), Learning Skills Lecturer, University of Wisconsin-Milwaukee

Summary:

The paper provides background information about some non-academic factors which influence the retention of minority students. In addition, the findings of an investigation conducted within a predominantly white university system are presented.

Significance:

Participants are presented with non-academic factors which impact on minority retention in white colleges and universities.

CODE 068

ABSTRACT TITLE:

COPING ABILITY AS A PREDICTOR OF ACADEMIC ACHIEVEMENT AMONG BLACK COLLEGE STUDENTS

Author(s)-Title(s)-Institution(s)

Stamps, Delores B. (Dr.), Assistant Professor/Director, Academic Skills Center, Jackson State University

Summary:

This presentation focuses on research that examined the relationships between students' ability to master the demands of their environment and their achievement. In other words, the investigation sought to ascertain whether black students' coping ability was predictive of their achievement and/or success in college. To conduct this investigation, data were collected from 120 freshman students enrolled at a historically and predominantly black four-year institution of higher learning located in a southeastern state. Subjects' coping ability was assessed by the Coping Instrument, and their achievement was indicated by their grade point average(s). Data analysis indicated that there was a significant relationship between students' coping ability and their achievement. Coping ability accounted for 30.55 percent of the variance in student achievement. This signified that high coping ability students were the higher academic achievers. The presentation clearly explicates the study's research design, methodology and results; concomitant implications for black student retention and persistence are also given.

Significance:

Participants are provided empirical and normative data/information on black students' achievement and persisting behavior. They are also given insights on how the information might be used to improve students' coping ability (i.e. their persistence) and their achievement.

CODE 069

ABSTRACT TITLE:

INCREASING STUDENT RETENTION -- THE BLACK AND WHITE OF IT. (PART I)

Author(s)-Title(s)-Institution(s)

Jones, Andrew C. (Dr.), Dean, Academic Affairs, Professor of Education, Sojourner-Douglass College. Terrell, Melvin C. (Dr.), Director, Minority Affairs, Adjunct Assistant Professor of Educational Leadership, The University of Toledo.

Summary:

The decade of the 1980's is one in which a great deal of attention will be focused on the retention of minority students in higher education. Recent studies have demonstrated that student persistence in college is a result of successful academic and social integration into the total university environment. The workshop reveals "critical strategies" necessary to build and maintain integration of minorities in the mainstream of university life. The purpose of this workshop is to promote a cognitive understanding of how leadership education can assist with minority student development and socialization at predominantly white campuses, and how to promote positive images and self-determination on predominantly black campuses.

The importance of involving minority students in leadership development and policy recommending activities is manifold, for it reinforces the institution's valuing of minority students, encourages the growth of a campus ambience conducive to learning in a cross cultural setting and provides peer support as a factor to student persistence.

Significance:

The participants will have a better understanding of how to develop legitimate institutional enrollment management strategies to increase the likelihood that minority students will be academically and socially integrated at the predominantly white and historically and predominantly black campuses.

CODE 071

ABSTRACT TITLE:

COPING STRATEGIES OF BLACK STUDENTS AT A FOUR YEAR UNIVERSITY: IMPLICATIONS FOR STUDENT RETENTION

Author(s)-Title(s)-Institution(s)

Tomblin, Jimmy (Dr.), Assistant Professor/Counseling, Chicago State University

Summary:

Many Black students entering college after having graduated from urban public high schools are ill prepared economically, socially, psychologically, and academically to do college level work. This paper examines ways that Black students survive in college, focusing on psychosocial and behavioral factors such as attitudinal problems, perception of self, university life, and reasons for being in school. Manipulative behaviors as a survival technique and what happens when results are undesirable are highlighted. Defective support systems and their effect on learning potential, the impact of perceived poverty on learning, and attempts by Black students to transfer social skills developed for inner city living to university life are discussed.

Significance:

Participants are introduced to alternatives to handicapping behaviors that many Black students allow to interfere with learning potential. Counselors and teachers should be more sensitized to significant learning components of Black students that exist extensively in affective domains.

CODE 075

ABSTRACT TITLE:

BLACK STUDIES AND BLACK STUDENT RETENTION IN COLLEGES AND UNIVERSITIES

Author(s)-Title(s)-Institution(s)

Jackson, Edward M. (Dr.) Fayetteville State University

Summary:

The purpose of my research was to illustrate whether or not there is any relationship between black studies programs and black student retention. Based upon my preliminary research, Black studies programs alone do not make the difference. One consistent variable does seem to be the number of Black faculty at a university or college. But even that does not make the difference. It has to be a particular type of Black faculty member, one who seems to care about the Black students and one whom the student can identify.

On predominantly white campuses, there seems to be a need for a "place" where the Black students can congregate or gather. A Black student center is important for Black students.

What I have done at this point is sent out a questionnaire to at least seven directors of Black Studies programs. So far, I have received two (2) back. What I hope to do in the remaining time that I have is to get appointments to interview them directly.

The conclusions that I draw in a cursory and preliminary manner is: there are a variety of factors which contribute to the demise of Black students on campuses. I have focused attention on an institutional aspect of the problem but based upon my research, more attention should be given to individual aspect of the problem.

Significance:

In the past, it was thought that if we just had a program for the Black students, that would solve the problem. Today (and from research such as mine), we know that there are other variables.

CODE 076

ABSTRACT TITLE:

RETAINING BLACK GRADUATE STUDENTS

Author(s)-Title(s)-Institution(s)

DeFour, Darlene C. (Dr.), Assistant Professor, Hunter College

Summary:

The limited research on minority graduate students has suggested that this population is socially isolated from their departmental communities. The present study empirically examined how social integration was related to academic performance, and psychological well-being, among 89 black graduate and professional students. In contrast to earlier research, the impact of the departmental member's ethnicity on social integration was taken into account. Students reported more contact outside of school with black faculty and students than with nonblack faculty and students. The frequency of nonschool contact with black faculty was related to perceived academic performance, mental health, and whether the subject had considered dropping out of school. The results of a discriminant analysis suggest that those students who were more socially integrated into their academic departments were less likely to have though about dropping out of school An overhead projector will be used to present study results.

Significance:

Study results have implications for critical components of black graduate student retention programs.

CODE 077

ABSTRACT TITLE:

ASSISTING FRESHMEN ON ACADEMIC PROBATION: A RETENTION MODEL

Author(s)-Title(s)-Institution(s)

Johnson, F. Frances (Dr.), Director/Division of General Studies, Alabama A&M University

Summary:

This presentation will provide participants with an opportunity to explore academic and nonacademic factors that contribute to unsatisfactory academic performance and attrition. The focal point of the session is on the essential elements of a retention model developed specifically to assist students experiencing academic difficulty. Additionally the use of the model in a pilot program and its expected impact on the attrition rate at a historically black, land-grant institution will be discussed. Transparencies will be used and handouts distributed.

Significance:

Participants are familiarized with a retention model to assist freshmen experiencing academic difficulty that can be used with other populations.

CODE 079

ABSTRACT TITLE:

ENHANCING BLACK STUDENT ACHIEVEMENT AND RETENTION - THE COMMITMENT AND APPROACH OF FAIRFAX COUNTY PUBLIC SCHOOLS AREA II ADMINISTRATIVE OFFICE

Author(s)-Title(s)-Institution(s)

Harris, E. Wayne (Mr.) Area II Superintendent, Fairfax County Public Schools

Walders, Daveley, Minority Achievement Resource Teacher, Area II Office, Fairfax County Public Schools

Summary:

This presentation focuses on building collaborative linkage between higher education institutions and public school systems that enhance the achievement and retention of Black students. The model to be presented is that of the Area II subdivision of Fairfax County Public Schools, which comprises thirty-nine schools in the Northern Virginia suburbs of the Washington, DC metropolitan area. The project to be presented include partnerships with post-secondary institutions which provide elementary and secondary students with academic enrichment programs that familiarize them with campus life, counseling programs that assist students in career and college planning, and linkages with minority organizations such as the National Association of Blacks within government that provide leadership training to these students. The presentation will provide written materials and a videotape of several activities. Those attending will be invited to comment, share ideas, and develop strategies for enhancing linkages with public school systems.

Significance:

Participants are familiarized with a public school system's approach to improving Black student achievement and retention and are given the opportunity to explore issues of mutual interest and develop strategies for working with public school systems.

CODE 080

ABSTRACT TITLE:

SURVIVAL POLITICS: FROM MATRICULATION TO DIPLOMA

Author(s)-Title(s)-Institution(s)

Woods, Sandra L. (Dr.), Assistant Professor, College of Education, Florida International University

Summary:

Developing an array of simple but imperative survival skills eases Black students into college life and helps to ensure a relative safe passage from matriculation to diploma. There are a bag of tricks...components of a survival kit, which focus relatively inexperienced Black students' attention on a successful higher educational experience. Among these are emphasis of timely and "attractive" completion of writing and other class assignments; engaging the personal attention of professors and becoming a part of student leadership network even in a peripheral way; "buying in" yet maintaining a critical, questioning stance, demonstrable participation in class, program and campus projects and remaining alert for informal signals, etc., e.g., "teaming for success" study and social groups.

Significance:

Participants are given action scenarios to help Black students to cope with the tough, new university environment.

CODE 081

ABSTRACT TITLE:

THE RELATIONSHIP OF COLLEGIATE ADJUSTMENT AND SOCIAL RELEVANCY OF UNIVERSITY ENVIRONMENT TO BLACK STUDENT ACADEMIC ASCENDANCY AT A PREDOMINANTLY WHITE INSTITUTION

Author(s)-Title(s)-Institution(s)

Douglass, Pauline (M.S.), East Tennessee State University and
Grubb, Henry J. (Dr.), East Tennessee State University

Summary:

Previous research has shown that Black students on predominantly Black campuses have elevated grade point averages, higher subjective assessment of college satisfaction, increased retention rates, and better self-concept than Black students on traditionally White campuses. It also has been shown that Black students perform better academically when they are emotionally, socially, and culturally satisfied with their university environment. The purpose of this study was to measure how Black student acclimation to a predominantly White university campus environment (East Tennessee State University, ETSU) correlated with academic functioning. The method utilized in this study is a 50-item questionnaire containing issues relating to the university environment. The questionnaire gathers biographical information, interracial contact, peer independence, and student functioning in the college population (campus life and activities). The questionnaire was administered to 50 Black and 50 White students. The information replicated and validated previously found relationships between sociocultural-emotional Black student adjustment to the collegiate environment and academic functioning, thus adding to the core of basic knowledge in this area.

Significance:

The study results were provided to the administration of ETSU in order to delineate areas of adjustment facilitation, and therefore academic ascendancy and such applied/relevant outcome measures as retention rates and student class progression.

CODE 082

ABSTRACT TITLE:

PROBLEMS IN COUNSELING/ADVISING AT HIGH SCHOOL AND COLLEGE LEVELS (POSITION PAPER)

Author(s)-Title(s)-Institution(s)

Mickey, Rosie Cheatham (Dr.) Assistant to Dean/Assistant Professor, The University of Akron Community and Technical College

Summary:

Focusing on the problems Black students face in the counseling and advising process at the secondary and higher education levels, several vignettes will be presented of students who have been victimized by the process. The presentation, which is a Position Paper, will address several approaches that may be used to enhance retention of Black students in predominantly white universities. Information presented is the product of administrative observations made at the high school and college levels.

Significance:

Participants are familiarized with recommendations with a retention management approach that may be adaptable to their institution.

CODE 083

ABSTRACT TITLE:

PREDICTING STUDENT SUCCESS IN ALLIED HEALTH CAREER EDUCATION

Author(s)-Title(s)-Institution(s)

Tunstall, Lucille H. (Dr.), Clark College and Farmer, Mattie G. (Dr.), Clark College

Summary:

The purpose of this study was to compare traditional with selected non-traditional predictors of success of students enrolled in allied health programs. The investigations sought to determine success indicators which assessed experiences that the students brought to college and to use these experiences as predictors for the completion of the allied health programs. The data, collected from 1975 through 1981, was collected from two samples, graduates and nongraduates from the allied health professions. The study characterized each member of the sample group by socioeconomic background, educational preparation, and career plans.

The current predictors of student success are the high school grade point average, Scholastic Aptitude Test (SAT) scores, personal interviews, and recommendations. These indicators rank students' performances in relation to each other, thus failing to draw upon any other unique set of experiences that contribute to the learning process. Often these tests do not give adequate assessment of all the experiential learning which may be good predictors of students' performances. Assessment of background characteristics, study habits, career preferences, self-images and nontraditional measures of academic achievement are unique characteristics that all students bring to college.

The Chi square statistical analysis found significant differences between graduates and nongraduates in parental feelings, relationships with others, and home relationships.

This study was prepared for the Career Advancement Institute of the United Negro College Fund and funded by the U.S. Department of Labor, Office of Youth Programs.

Significance:

Programs in allied health have a responsibility to build upon information and experiences that the students bring to college and to engender attitudes and skills required for graduation and the concept of excellence in all career endeavors.

CODE 084

ABSTRACT TITLE:

MINORITY STUDENT RETENTION: AN ASSESSMENT OF WHAT WORKS

Author(s)-Title(s)-Institution(s)

Carter, Shirley S. (Mrs.), Assistant Professor, Louisiana State University

Summary:

The paper represents findings from a study conducted at a major university on the retention of minority students in journalism. We tested the hypothesis that academic monitoring positively correlates with the improved academic performance of minority students. The study draws from traditional retention research as well as attrition research, and examines the notion of institutional fit, a concept explored by Lenning, Beal and Sauer (1980). The study produced a profile of the minority student most likely to succeed in journalism at a major, predominantely white institution.

Significance:

The study's significance lies in its timeliness--minorities are still disproportionately represented in journalism--and its applicability to any retention problem in higher education involving other disciplines.

CODE 085

ABSTRACT TITLE:

THE FRESHMEN STUDIES PROGRAM - AN INTERDISCIPLINARY APPROACH TO BASIC SKILLS FOR UNDER PREPARED COLLEGE STUDENTS

Author(s)-Title(s)-Institution(s)

McClean, Freda I. (Ms.), Assistant Dean of Academic Services, Livingston College, Rutgers University, New Brunswick, New Jersey

Summary:

The objectives of the presentation are (1) to demonstrate how an interdisciplinary approach to the basic skills can be successful; (2) to demonstrate how cooperative relationships can be developed between administrators, counselors, and faculty; (3) to demonstrate how a team approach to the basic skills can lead to success; and (4) to familiarize others with what Livingston College of Rutgers University is doing for underprepared students. The presentation is in the form of a preliminary research report.

Significance:

It can be concluded from the Livingston College experience that students who enter college with Basic Skills deficiencies can succeed in college level courses if they receive an adequate amount of tutorial assistance and coordinated support from the academic departments and other concerned members in the University.

CODE 086

ABSTRACT TITLE:

THE BLACK COLLEGIAN ADVISEMENT PROGRAM - A COMPREHENSIVE BLACK STUDENT RETENTION MODEL

Author(s)-Title(s)-Institution(s)

Wilkerson, Diane E. (Mrs.), Coordinator of Black Collegian Advisement Program/Counseling Specialist, Kennesaw College

Stathas, John (Dr.) Director of the Counseling, Advisement and Placement Services Center/Assistant Dean of Student Development, Kennesaw College

Summary:

Focusing on a program which was implemented to address the problems that Black students face on predominantly White campuses, the presentation addresses retention strategies which have been effective in improving retention of Black students at Kennesaw College. The model involves an innovative and comprehensive approach which is designed to improve variables such as the institutional climate, community perception of the college, faculty expectations, Black student support services, and Black student attachment to the college.

Significance:

This model provides an easily adapted wholistic approach to retention and demonstrates the effectiveness of the team approach and utilizing existing resources to promote minority retention.

CODE 087

ABSTRACT TITLE:

PRECOLLEGIATE STRATEGIES AND ACTIVITIES AND CONTINUOUS COLLABORATIVE EFFORTS: REQUISITES FOR BLACK STUDENT RETENTION IN POSTSECONDARY INSTITUTIONS.

Author(s)-Title(s)-Institution(s)

Brooks, Ethel (Mrs.), Coordinator, Precollegiate Program, Florida Institute of Education, University of North Florida
Singleton, Jr., Roy (Dr.), Coordinator, Subject Area Articulation Program, Florida Institute of Education, University of North Florida

Summary:

Designed to describe the origin, purpose, goals, objectives, and activities of the Florida Institute of Education, the presentation will acquaint the participants with the various Institute programs. To achieve this goal, running commentary will be used along with an audio-slide presentation as the FIE study is told. These same techniques will also be used in explaining and summarizing the activities that help postsecondary institutions retain Black students. The Institute takes the position that student retention should be a concerted, collaborative effort which involves people and relevant activities long before students enter college. One such Institute program is the Precollegiate Program which, through close collaboration with the public high schools, community colleges, and state universities, utilizes high school level workshops as a service delivery strategy to increase the college-going pool of Black high school students. The activities and strategies generated in these workshops are such that they can have long-term effects and serve as buttresses and foundations that will preclude Black students from becoming "college-leavers".

Significance:

Participants will have the opportunity to examine a program that can help preclude Black students from leaving college or dropping out before successfully completing their studies.

CODE 088

ABSTRACT TITLE:

THE READING SKILLS LABORATORY/A SUPPORT FOR RETENTION

Author(s)-Title(s)-Institution(s)

Jones, Martha J. (Ms.), Reading Lab Supervisor, Wilberforce University

Summary:

The Wilberforce Reading Laboratory plays a major role in the institution's support system for retaining students by providing a wide variety of basic reading materials, techniques, and computer activities to facilitate the development of essential reading skills as well as critical thinking skills.

Assessment of students' progress is measurable and the Reading Lab Supervisor is able to determine the precise gains in reading grade level, basic reading skills, and reading rate for each student. Therefore, with these improved gains in reading competency the students have a greater probability of success in college-level courses and retention.

Significance:

As a result of students being introduced to a wide variety of basic reading materials, techniques, and computer activities to enhance their reading and thinking skills, the probability of their being retained until graduation is greatly improved.

CODE 090

ABSTRACT TITLE:

STUDENT ACHIEVERS IN THE BLACK LIFE EXPERIENCE (SABLE): A PRECOLLEGIATE COMMUNITY OUTREACH PROGRAM

Author(s)-Title(s)-Institution(s)

Davis, Arnetta Rozalia (Mrs.), Associate Director/Student Affairs, Florida International University

Summary:

This presentation describes a collaborative program sponsored by a State University, Public School System, State Department of Education, and Public Library System designed to increase the number of black students who will successfully make the transition from high school to college. A full description of the skill-building component will be given. Program processes, which include short lecture, structured exercises and group discussion in an experiential format will be explained. Program content, which focuses on providing the answers to seven major questions every student should know before embarking upon a college education will be discussed. A non-traditional approach to teaching students how to build a network of peer group support is also included. Audio visual aids will be utilized.

Significance:

Participants will be exposed to a variety of institutional and community initiatives that positively influence participants in early intervention programs.

CODE 092

ABSTRACT TITLE:

PERCEPTIONS OF BLACK ALUMNI OF THE UNIVERSITY OF AKRON

Author(s)-Title(s)-Institution(s)

Abdul-Khabir, Talib (Mr.), Research Assistant, The University of Akron

Summary:

This study will consist of a random sample of 392 Akron University black alumni. They will be asked to respond to a forty item Likert scale survey. The survey will proble in six areas of academic and social campus life; personal data, discrimination and alienation, financial aid, college preparation, alumni pride, and program effectiveness.

The primary objective of this study is to determine the perceptions of The University of Akron black alumni towards their alma mater. Another objective of the study is to identify significant issues that may be useful for program development by university administrators. Still another objective is to compare The University of Akron black alumni issues with those issues identified in the review of literature such as, inadequate college preparation, discrimination, lack of financial aid, and student alienation.

Significance:

Provides valuable information for university administrators, advisors, and faculty, and currently enrolled and prospective black students as well as other people in the university community concerned with strategies for improving the black student retention rate.

CODE 093

ABSTRACT TITLE:

BLACK STUDENT RETENTION

Author(s)-Title(s)-Institution(s)

Grimmett, Muriel A. S. (Ph.D.), Assistant Professor, Rutgers University,
Livingston College, Lucy Stone Hall - A319, New Brunswick, New Jersey 08903

Summary:

With the steady decline of black students matriculating and persisting at institutions of higher education, one finds an ever increasing need to counter balance the "failure syndrome" exhibited by many of these students. Countless articles and books have been written stressing the need for access programs to increase the number of minorities entering higher education, as well as academic programs designed to increase the competency levels and/or academic skills of black students. Because of the growing demand to be accountable, many institutions of higher education have sought to respond to this problem. While inadequate competency skills are a factor in retention, recent studies have revealed that other indicies have contributed to black student attrition.

This presentation, based upon a research study conducted on the role of student services and the black student will examine perceptions and concerns in terms of a holistic student service model. The holistic achievement model (WAM) examines the delivery of student services in terms of cognitive, affective, and physical services within academic support. This model as presented stresses the need of minority educators to be aware of, and address, cognitive concerns. But, equally important, it stresses the need to develop the affective and physical functioning of the black student as part of the retention process.

The presenters will:

1) examine student support services related to affective, cognitive and physical concerns;
2) outline the major role of the minority educator as a catalyst for developing negotiating skills; and
3) present strategies for achieving the holistic student services model.

Significance:

Participants will be presented an academic/student service model designed to assist in counteracting attrition.

CODE 094

ABSTRACT TITLE:

RETENTION: A COMMUNITY COLLEGE APPROACH

Author(s)-Title(s)-Institution(s)

Allen, Lauretta, Graduate Student, Indiana University of Pennsylvania
Taliaferro, Cecil R. (Dr.) Assistant Professor, Indiana University of Pennsylvania

Summary:

During the last decade the institution of higher education has experienced a dilemma in retention. However, the Community Colleges have experienced growth in terms of new admission and seem to offer a supportive environment for the type of students served. Yet, the Community College model of retention has not been viewed as beneficial or adaptable by larger institutions. It may be the case that retention activities of Community Colleges are in line with those that could best serve the interest of minority students.

Significance:

Participants are familiarized with community college model approach to black student retention; in a two year setting.

CODE 095

ABSTRACT TITLE:

PREVENTING STUDENT ATTRITION: WHAT RESEARCH SAYS ABOUT LOCUS OF CONTROL AND ACHIEVEMENT

Author(s)-Title(s)-Institution(s)

Fitts, Jean D. (Ed.M.), Program Specialist for Developmental Learning and Board Affairs, New Jersey Department of Higher Education

Summary:

A perplexing phenomenon occurs when given the same academic support services, some students persist and ultimately graduate, while others who had the same educational services drop out. The locsus of control construct of social learning theory, offers a possible answer to the problem of understanding these differences in individual motivation and achievment. Locus of control refers to a persons's perception that he or she has control over the events in his/her life, or the alternate perception that external forces such as luck, fate or others are responsible for events that occur.

Significance:

Describes what research says about locus of control and how EOF personnel, faculty, and others concerned about student development, can use that knowledge to improve students retention and to provide interventions that can develop students to their fullest potential.

CODE 097

ABSTRACT TITLE:

Author(s)-Title(s)-Institution(s)

Helm, Finley Dr., Chairman/Developmental Studies and Assistant Professor
Mathematics-Kentucky State University

Summary:

The primary purpose of this presentation will be to report the findings of research which will be conducted during the Summer of 1985, to achieve the following goals:

(A) To determine the correlation between academic readiness (Pre-measured by the California Test of Basic Skills, Nelson Denny, University Test Battery) and academic performance (grade-frequencies, hours earned, grade point averages and pre and post tests differences of the CTBS);

(B) To explore the interactive effects of readiness in language, reading, and mathematics on academic performance;

(C) To ascertain the interrelationships between academic readiness, academic performance and student retention.

Significance:

Participants will be presented a research methodology and results relating to readiness, academic performance and student retention.

CODE 098

ABSTRACT TITLE:

CHEMICAL ABUSE PREVENTION PROGRAMMING AND BLACK STUDENT RETENTION

Author(s)-Title(s)-Institution(s)

Terrell, David L. (Dr.), Psychologist, Tennessee State University

Summary:

Focus upon problems which relate to or stem from chemical abuse on Black college campuses, where thousands of Black males and females, future parents, gain higher education, preprofessional training and significant socialization experiences. Roles which fraternities and sororities have had in shaping, even promoting, alcohol consumption as an activity associated with high status, will be explored. Attention will be given to the impact of social-host responsibility and legal age 21 for purchase of alcohol beverage legislation upon the need to seek new ways of entertainment, recreation and celebration ("partying").

Significance:

This issue needs to be addressed on Black college/university campuses, especially within the context of the retention of students.

CODE 099

ABSTRACT TITLE:

BLACK STUDENT RETENTION THROUGH LEADERSHIP DEVELOPMENT

Author(s)-Title(s)-Institution(s)

Pugh, Nora L. (Ms.), Counselor, Minority Programs and Services, Oklahoma State University
Drakes, Sylvanus A. (Dr.), Consultant, Drakes Enterprise of New York, and Coordinator, Honors Program, New York City Board of Education

Summary:

Support systems in Black Colleges help students develop a sense of control, of accomplishment, of development, and a sense of self and belonging. These systems are rarely replicated in the predominantly White Universities. As a result many Black students drop out or have a less than rewarding experience in White Universities. Leadership development is one mechanism we have tried with success to remedy this condition. Concepts of leadership development will be discussed with the aim of producing non-traditional future leaders. The practical application of these concepts will be described as used at Oklahoma State University.

Significance:

The college years provide a vital opportunity during which leaders can be developed. We embrace the concept that everyone is a leader. Thus, Leadership development as a strategy for retention of Black students at predominantly White universities will enable participants to leave with a working model of how change can take place.

CODE 100

ABSTRACT TITLE:

USING THE MYERS-BRIGGS TYPE INDICATOR TO STRUCTURE AN EFFECTIVE TUTORING PROGRAM

Author(s)-Title(s)-Institution(s)

Cromartie, Bobbie J. (Dr.), University of Pittsburgh

Summary:

This study reports the results of a tutorial model used within an academic support system that used the Myers-Briggs Type Indicator (MBTI) as a tool to investigate the relationship between personality type and 1) contacts, 2) length of time spent with tutors, 3) number of on-going contacts arranged and 4) quality point average. Results showed that personality type influenced the 1) number of student-initiated contacts, 2) length of time spent with tutor, 3) frequency of tutoring contacts and 4) quality point average. The presentation format will involve sharing the structure and content for the tutorial model and the rationale for each.

Significance:

Participants are familiarized with a model especially useful for non-traditional students within a mainstream learning environment. It is additionally an effective model for personalizing studying for all students.

CODE 102

ABSTRACT TITLE:

THE COMPTON COMMUNITY COLLEGE CASE: AN EXAMPLE OF SELF-ASSESSMENT AND SYSTEMS' SOLUTION TO BLACK STUDENT RETENTION

Author(s)-Title(s)-Institution(s)

Shukla, P. K., doctoral candidate, University of California, Los Angeles
Washington, Warren (Dr.), Dean of Administrative Services, Compton Community College

Summary:

Compton Community College, a predominantly black institution in Southern California has conducted a self-assessment of enrollments and retention rates by student characteristics. Under the leadership of a new president, a comprehensive plan has been developed with categories of: academic criteria, curricular continuum, student services, and outreach efforts. This paper reviews the systematic approach utilized in assessment of the college's status and the application of a systems' perspective towards solution of concerns.

Significance:

Many community colleges are faced with similar concerns of self-assessment with the constraints of limited resources. The efficiency and effectiveness of Compton College's approach may be modified for utilization by other campuses.

CODE 103

ABSTRACT TITLE:

INCENTIVES: THE IMPACT OF STUDENT FINANCIAL AID ON MINORITY PARTICIPATION IN POSTSECONDARY EDUCATION

Author(s)-Title(s)-Institution(s)

Olinsky, Arlene (Ms.), Program Research Specialist, New York State Higher Education Services Corporation

Summary:

The rise in minority enrollments in higher education during the past two decades was the result not only of civil rights laws and desegregation, but also of the increasing availability of financial aid. However, recent years have witnessed a reversal in the federal policy to support educational access through student aid funding.

Research findings nationally indicate a reduction in participation in higher education by blacks and other underrepresented groups. Research conducted by the New York State student aid agency indicates a perceived criticality of student aid to educational access and retention for minorities, and the vulnerability of these groups to cutbacks, either real or threatened. The New York research also reveals the socioeconomic factors that cause greater hardships for blacks and Hispanics trying to enter and remain in the educational "pipeline."

There exists a potential for higher education's becoming the province of the elite, should federal contraction of support progress. A greater burden will fall on state governments and educational institutions. Some initiatives taken by New York State in student aid programs and delivery systems are described, along with recommendations for strategies in counseling and support services.

Significance:

A model for state initiatives in financial aid programs and delivery systems suggests that the states are taking the lead in promoting minority student retention.

CODE 104

ABSTRACT TITLE:

MINORITY RECRUITMENT AND RETENTION AT A SMALL JUNIOR COLLEGE: ARE THE ODDS AGAINST US?

Author(s)-Title(s)-Institution(s)

McKinney, Karen S. (Mrs.), Chairperson, Department of Developmental Studies, Waycross Junior College

Summary:

The presentation will explore the methods employed in recruiting minority students to a predominantly white junior college in a small southern city where the economy is stagnating, the high school drop-out rate is escalating, the young people are leaving, and word-of-mouth is the singlemost important method of advertising. Following the discussion of recruitment methods, the focus will be on retention efforts including identification of the special needs of minority students, academic advisement, academic support, financial aid, and a statewide, mandated (as evidence of desegregation efforts in compliance with federal directives) supplemental advisement support system using peer counselors. The benefits and limitations of a small junior college in providing services and the impact of community perceptions will also be examined.

Significance:

Participants will be provided with a forum in which minority recruitment and retention ideas may be exchanged through the study of a model in which the odds against both are high.

CODE 105

ABSTRACT TITLE:

ACADEMIC ADVISING FOR CREDIT: AN ALTERNATIVE APPROACH TO IMPROVE STUDENT RETENTION

Author(s)-Title(s)-Institution(s)

Novels, Alphonse W. (Mr.), Assistant Professor, Assistant Director/Coordinator of Counseling Services; Indiana University of Pennsylvania (IUP)

Summary:

This presentation describes three one (1) credit courses that have been developed; and are offered as a series to assist students as they adjust to higher education. The courses focus on information needs, motivational concerns and specific life skills that are necessary if adjustment and academic achievement within the higher educational setting are to occur.

Significance:

Outlines, syllabi and other information pertaining to courses will be shared with participants for adaptation to their individual institutions.

CODE 106

ABSTRACT TITLE:

RETENTION OF DISADVANTAGED STUDENTS (RODS): PATHWAY TO PROFESSIONALISM

Author(s)-Title(s)-Institution(s)

Blake, JoAnn P. (Ms.), Associate Professor, Prairie View A&M University
Lott, Mary (Mrs.), Associate Professor, Prairie View A&M University
Brown, Alexander (Dr.), Assistant Professor, Prairie View A&M University

Summary:

The retention of high risk students in professional programs requires the institution of strategies that will actualize student potential and facilitate achievement. The presentation focuses on a retention program in nursing that has a two-pronged approach: (a) Academic support (enrichment, tutoring and remediation) and (b) counseling and advisement (personal-social). Presenters will describe the strategies implemented and learner outcomes. Those factors which impacted positively on academic performance and social-personal adjustment to a college environment will be highlighted. The purpose of the RODS project is to develop and implement a program to recruit and retain individuals from disadvantaged backgrounds into the College of Nursing, facilitate their successful completion of a Baccalaureate Nursing program and motivate them to return to their communities to provide improved health care services. Information presented is the product of a federally funded program.

Significance:

Participants will be made cognizant of strategies and methods which have improved student retention that could be adapted to their institution or educational program.

CODE 107

ABSTRACT TITLE:

DETERMINANTS OF BLACK STUDENTS' SATISFACTION WITH COURSE WORK: A FACTOR ANALYTIC MODEL (FINDINGS OF A MAJOR STUDY).

Author(s)-Title(s)-Institution(s)

Zerom, Tewelde B. (Dr.), Assistant Professor/Coordinator Research/Planning, Grambling State University

Summary:

Historically Black Colleges and Universities should be concerned with and address themselves to the persistence/withdrawal processes and the explanatory factors-variables underlying these processes. One of such factors is definitely, we believe, black students' satisfaction with course work.

Satisfaction with instruction may be thought of as an important aspect of students' generalized satisfaction with a college experience that may have significant policy implications for the institution. The study has attempted to develop a scale of black students' satisfaction with college instruction, to empirically test the dimensions behind the concept, and to examine several variables within the context of a factor analytic model. In order to assess the magnitude of the relative importance of the various independent variables in predicting students' satisfaction with instruction, multiple regression analysis has also be employed.

Significance:

The mode of inquiry of the study has been to transfer the emphasis from a performance appraisal form for an individual course to a generalized form for the whole college/university. This is accomplished using a two-stage analytic model: factor analysis and multiple regression analysis.

CODE 108

ABSTRACT TITLE:

UTILIZATION OF PARA-PROFESSIONALS TO IMPROVE STUDENT RETENTION

Author(s)-Title(s)-Institution(s)

Allen, William L. (Dr.), Associate Dean, Ohio University

Summary:

Student para-professionals are being used with increasing frequency as service providers and change agents in higher education. This presentation will examine the historical utilization of para-professionals in a variety of higher education settings and the impact which student service providers have on outcomes such as retention. Contemporary research on the utilization and effectiveness of para-professionals will be discussed along with the results of intervention efforts involving para-professionals in two retention programs at a comprehensive, midwestern university of 14,000 students. The problems and implications of para-professional utilization will be addressed. Presentation will be lecture-discussion format.

Significance:

Participants will gain familiarity with contemporary research on student para-professionals and learn about two retention programs adaptable to other institutions.

CODE 109

ABSTRACT TITLE:

STUDENT RETENTION THROUGH COMMUNITY SERVICE

Author(s)-Title(s)-Institution(s)

Thornhill, Gary, Director of Admissions, Sojourner-Douglass College

Summary:

Identifying the campus social environment as an obstacle to student persistence, the presentation addresses a non-traditional approach to student retention through campus activities and community service. As a theme, the program involves helping students to increase their capacity for self-development and self-expression by better understanding the relationship between the college and community. Elements of this model includes reevaluating the traditional approach to job placement and counseling as opposed to the use of experiential learning (internships, field placement, etc.), and entrepreneurial development. In addition, written materials intended to enhance student involvement with retention strategies and provide a workable retention program for participants will be distributed.

Significance:

Participants are familiarized with a self-help approach to retention management easily adaptable to their institution.

CODE 110

ABSTRACT TITLE:

THE IMPACT OF SOCIAL AND ACADEMIC INTEGRATION ON MINORITY STUDENT RETENTION: IMPLICATIONS FOR POLICY

Author(s)-Title(s)-Institution(s)

Arrington, Pamela Gray, Associate Professor/Coordinator of Affirmative Action and Grant Development, Northern Virginia Community College

Summary:

Vincent Tinto's academic and social integration theoretical longitudinal model is applied to Asian, Black, and Hispanic students at a predominantly white university. Tinto's academic and social integration theory is based on the premise that if multiple student and institutional factors are considered in dynamic interaction, then a practical explanation of attrition and retention is possible. Utilizing a survey research method, results of the study (Arrington, 1986) found the degree and frequency of faculty-student interactions, the repeated use of campus services, and the degree of involvement in student activities to be measures of integration into the colleges environment and predictions of persistence in school. Data found high levels of social integration to influence persistence more than low levels of academic integration.

Significance:

Based on research findings, to recommend retention strategies and programs which should successfully encourage the continued enrollment of minority students at predominantly white universities to include policy decisions as well as the planning of faculty/staff development programs.

CODE 111

ABSTRACT TITLE:

RETENTION OF BLACK STUDENTS AT AN URBAN, COMMUTER SCHOOL

Author(s)-Title(s)-Institution(s)

Harmon, W. David, (Ph.D.), Associate Director, Counseling Center-St. John's University, Jamaica, New York 11439

Summary:

The retention of students in general, and Black students in particular, has always been a problem at urban commuter schools. A unique program is in the process of being formulated at St. John's University in Jamaica, New York which addresses some of the issues in the retention dilemma.

St. John's is a Catholic University which is geographically situated just north of one of the largest concentrations of Black residents in the New York City area. It has become apparent that the pool of applicants from which the University traditionally draws (white, urban, Catholic) has undergone a demographic shift and a shift in real numbers so that the available students are less than in recent years - and the trend is likely to continue.

With this in mind, the University Administration is seeking to attract and to retain students who would not ordinarily choose to attend St. John's.

The Counseling Center, the Student Development Office, the Office of Special University Programs, and the Higher Education Opportunity Program are formulating a plan whereby we utilize Black student volunteers, in addition to our regular recruitment staff, to visit the local high schools to talk to the students about the idea of attending school in the first place. These efforts are supplemented by special programs for "underprepared" students; leadership programs; academic support; financial aid; counseling and non-academic support; and finally, an effort to recruit and retain Black faculty and staff to serve as role models.

This presentation will be an effort to describe the steps that we have taken to enhance Black student retention in the hope that our efforts may stand as a basis for the efforts of other schools.

Significance:

Participants will become familiar with the approach used by a large, urban Catholic University to solve the problem of retention. This program may have some utility in their institutions planning.

CODE 112

ABSTRACT TITLE:

STUDENT RETENTION: RESPONSIBILITY OF ADMINISTRATION, FACULTY AND STUDENTS

Author(s)-Title(s)-Institution(s)

Darity, Evangeline R. (Dr.), Mount Holyoke College, Associate Dean of Studies (Academic)

Summary:

College dropout rates can be cut significantly by building support for a campus-wide retention program. The focus should be on deficiencies in retention programs instead of the traditional approach of focusing on why students drop out or are pushed out. We should begin to take a careful look at student housing, orientation, counseling services, faculty attitudes, and minority faculty retention. All of these have a significant impact on student retention. Reverend Timothy S. Healy, in his remarks at the annual meeting of the American Council on Education (ACE) and the National Association of State Universities and Land Grant Colleges (NASULGC, 1984), stated that if we want to integrate American colleges and universities to make sure that Black and Hispanic youngsters have access in proportion to their numbers in the population..., the key to the arch is the faculty. Unless we can place an appropriate percentage of Black and Hispanic faculty members on all our facilities and in all our departments, we will never make higher education a saleable product to minority students. College enrollments are threatened all over the nation. Blacks, Hispanics, and native Americans continue to be underrepresented in enrollments in four-year institutions. Asian Americans show gains in college enrollments. Strong initiative by presidents will be needed now and in the future to make up group that minorities have lost. This paper covers four general sections: building support for a campuswide retention program, creating conditions for student success, the academically underprepared student, and fostering retention through key programs. My goal is to present some practical information and potential implementation strategies. One section of the paper will focus on institutional elements that are vital to student retention, including the important roles of faculty, staff, and administrators. Another section will spell out ways to implement improvements in housing, orientation programs, counseling services, faculty attitudes and minority faculty retention. Emphasis is given to examining the existing programs to be sure they meet students' needs rather than require students to conform to the institutional cultural environment.

Significance:

Now, more than ever, we simply cannot afford to let large portions of the nation's human capital lie underdeveloped. If our country is to have the human resources we need to compete in the world marketplace, we must increase minority participation at all levels in higher education.

CODE 113

ABSTRACT TITLE:

BLACK STUDENT RETENTION PROGRAMS AT KENT STATE UNIVERSITY'S COLLEGE OF BUSINESS ADMINISTRATION

Author(s)-Title(s)-Institution(s)

Sinclair, Elizabeth A., Director--Undergraduate Programs, Kent State University

Summary:

A presentation of several programs implemented to improve retention of black students enrolled in KSU's College of Business Administration. Among the programs to be presented--experiiences in organizing a minority mentoring program and the development and implementation of black role model seminars. Written materials are distributed.

Significance:

Participants are presented with in sightful experiences in organizing and implementing black student retention programs. Adaptable to students of any background and area of interest.

CODE 114

ABSTRACT TITLE:

COUNSELING IMPROVES SUCCESS AND RETENTION OF HIGH RISK STUDENTS

Author(s)-Title(s)-Institution(s)

Wimberly, Willie J. (Dr.), Hunter College

Summary:

The purpose of the experimental project was to see if a specialized counseling approach could assist in the improved performance of students who had repeatedly failed a writing course.

The methodology consisted of employing group counseling with four groups of students from the repeater writing class, each group comprising six students. The counseling sessions were structured to focus on affect, cognition, behavior and their relation to academic performance. Each group met one hour per week for eight weeks. The first three sessions addressed affective issues. The next three sessions focused on cognitive issues and the last two behavioral issues.

Results were measured in terms of successfully completing and passing the writing course. Of the twenty students who completed the semester, 95% passed the course. This success rate was statistically significant over repeater students the semester before and after the experimental counseling project was conducted. It appears that from these results, counseling seems to have contributed significantly to the achievement of these students.

The presentation will be primarily verbal with some handouts for illustrative purposes.

Significance:

The significance in terms of the black students retention is that counseling students who have repeatedly experienced failure may profit from structured group counseling.

CODE 115

ABSTRACT TITLE:

THE FUTURE OF COLLEGE FINANCING FOR BLACK STUDENTS: FINANCIAL PLANNING VS. FINANCIAL AID

Author(s)-Title(s)-Institution(s)

Jackson, Arthur R., Director of Financial Aid Services, University of Massachusetts at Amherst

Summary:

This presentation is for participants who are concerned with assisting black students and their parents with financing a college education. Participants will discuss current strategies and programs of both short term and long range financial planning. Programs to be discussed are educational savings programs, institutional installment payment plans, early financial planning programs in the community and how to set up a scholarship locating service.

The second part of the presentation will focus on other ways institutions can help students to deal with underutilized factors in financial aid such as: 1) assisting students with budgeting their money; 2) setting up a Debt Management Program; 3) helpful hints for getting students to meet financial aid deadlines; and 4) creating development efforts for aid programs.

Significance:

Too frequently black students, parents and institutions have depended on financial aid as the primary means of assisting students through their college career. Also many institutions have depended on Federal funds to stabilize their overall university budgets. Given the mood of the current federal administration, all students, black students in particular, and institutions need to rethink these strategies.

CODE 116

ABSTRACT TITLE:

STRATEGIES FOR RETAINING POTENTIAL BUSINESS MAJORS

Author(s)-Title(s)-Institution(s)

Hagedorn, Geneva D. (Dr.), and Woods, Molly R. (Dr.), Associate Professor/ Assistant Professor Business Management/Administrative Services, University of Houston-Downtown

Summary:

The educational environment established for the matriculating student can have a profound effect on his/her level of achievement in the first year and has implications for successful completion of the four-year program. Support must be available from a wide variety of sources to provide an adequate safety net for students who are serious about getting a quality education. Faculty should be especially concerned that students complete the first two years; if they do not, where will the bulk of the business majors come from? Presenters will share with conference participants strategies used in the Business Division to reach entering students and expose them to business programs early in their college careers. Slides will be used to enhance the presentation.

Significance:

Participants will learn retention strategies that they can adapt to meet their individual needs.

CODE 117

ABSTRACT TITLE:

THE DEVELOPMENT OF THE UNIVERSITY OF AKRON'S BLACK UNITED STUDENTS

Author(s)-Title(s)-Institution(s)

Abdul-Khabir, Talib (Mr.), Research Assistant, The University of Akron

Summary:

The purpose of this paper is to present a history of The University of Akron's Black United Students from 1968-1973. In conjunction with the black student movement in the chaotic sixties, the Black United Students confronted The University of Akron's power structure. Along with thousands of black militant students on campuses across the United States, the Black United Students demanded increased black student enrollment, additional black faculty, and more black course offerings. At The University of Akron, the Black United Students were the vehicle used to demand a more relevenat education. Although many of the achievements attributed to the Black United Students were short lived, the legacy of the organization composed of black militant students who dared to challenge a conservative mid-western university in an attempt to make the university experience meaningful to black students.

Significance:

A study of this nature is valuable in evaluating the response of a predominantly white university to the needs of black students. It can also provide clues for black program development at major universities.

CODE 118

ABSTRACT TITLE:

COLLEGE EDUCATION, MINORITY STUDENTS, AND CATHOLIC HIGH SCHOOL: PARTNERS IN SUCCESS

Author(s)-Title(s)-Institution(s)

Miserandino, Anthony D. (Dr.), Principal, Sacred Heart High School, Yonkers
New York 10703

Summary:

Most Catholic high schools (82%) have students who family incomes are below the federal poverty level; 8 percent of schools enroll more than 20% of their students from low-income families (family income below $10,000). The National Catholic Education Association (NCEA), with funding from the Ford Foundation, has produced a landmark study: Catholic High Schools: Their Impact on Low Income Students.

This presentation will examine factors related to the success of those schools which deal with economic and racial minorities. The research findings will be supported and demonstrated by a case analysis of a secondary school in an urban area which enrolls 22% of students who qualify for federal economic support; over two-thirds of these students are from black families. Approximately 85% of these students go directly into post-secondary colleges.

Significance:

The presentation will identify those factors significant for positive impact upon success in college; such factors are related to the secondary school characteristics. Specific recommendations and strategies designed to strengthen and preserve such qualities will be reviewed.

CODE 119

ABSTRACT TITLE:

A DIVERSIFIED APPROACH TO RESIDENT LIFE FOR MINORITY STUDENTS

Author(s)-Title(s)-Institution(s)

Hartman, Kenneth E. Area Coordinator, University of Delaware

Cummings, Cynthia, Assistant Director for Residence Life, University of Delaware

Summary:

In an effort to create a more racially diverse environment for students, a division-wide approach was developed to make residence halls more comfortable communities for minority students (with a particular emphasis on black students) by the Department of Housing and Residence Life at the University of Delaware. Information on organizational values and goals, recruitment of minority RAs and professionals, staff training, program development, policy examination, and collaboration with other offices will be presented.

83

Significance:

Participants will be given an opportunity to share successful approaches utilized to target the needs of specific minority groups in their own or other institutions.

CODE 120

ABSTRACT TITLE:

COMPREHENSIVE PLANNING MODEL FOR BLACK STUDENT RETENTION

Author(s)-Title(s)-Institution(s)

Wigglesworth, Evelyn H. (Dr.), Associate Professor/Counseling and Career Development, Norfolk State University

Summary:

The presentation focuses on a comprehensive approach to planning and monitoring student educational and career development. The essence of the model and its function as a management tool for student retention is explained. The model includes a component designed to provide structured advising training for a campus-wide corp of faculty members. The term comprehensive is used to denote an all encompassing approach to student advisement. Information presented is extracted from a Title III funded program. Materials will be available for distribution and perusal.

Significance:

Workshop participants are introduced to a campus-wide networking system for delivering comprehensive academic advising services.

CODE 121

ABSTRACT TITLE:

PROJECT SUCCESS--STUDENT RETENTION PROGRAM UTILIZING THE MENTOR CONCEPT

Author(s)-Title(s)-Institution(s)

Adkins, Martha R. (Ms.), Instructor-in-Charge, Project Success, St. Pete Campus, St. Petersburg Junior College

Felton, Willie B. (Mr.), Instructor-in-Charge, Project Success, Clearwater Campus, St. Petersburg Junior College

Summary:

The thrust of this presentation will be to share the positive results of an established retention program. This program provides specific instructional and support services for selected students. The program includes orientation to and enrollment in development courses, assignment to staff mentor, regular and continuous monitoring of progress, and the provision of adequate tutorial and counseling services for each student.

Will share methods used to solicit mentors and others who could provide enthusiastic support for this high-risk and minority group; and also how to avoid stigmatization of the student and program.

Statistical data, forms, brochures and other information will be available.

Significance:

Familiarize the participants with a retention program designed for underprepared students, specifically Black students, at a traditionally all white Community College.

CODE 123

ABSTRACT TITLE:

BLACK STUDENT RETENTION — RETENTION IN COLLEGES AND UNIVERSITIES: STRATEGIES FOR INCREASING THE NUMBER OF ARCHITECTS AND ENGINEERS

Author(s)-Title(s)-Institution(s)

Simms, E. George, (Dr.), Dean for Academic Affairs/Director, Educational Opportunity Program and Moore, Sandy (Dr.), Associate Professor of Architecture - New Jersey Institute of Technology, 323 Dr. Martin Luther King, Jr. Blvd. Newark, New Jersey 07102

Summary:

The presentation will focus on the critical connection between the recruitment and retention of Black students in higher education. Primarily the discussion will address strategies for future architects and engineers paying particular attention to:

a) Retention vs recruitment - The critical link
b) Literature Review
c) NJIT's EOF Program and its relationship to Pre-College initiatives
d) Images
e) Strategies
f) Evaluation

Attempts will be made to illustrate some strategies employed by NJIT, which is New Jersey's premier technological university, and sharing some of our successes as well as our failures.

Significance:

Participants will have a greater understanding of the problems and will be given tangible suggestions solving them.

CODE 125

ABSTRACT TITLE:

A COMPREHENSIVE-INTERDISCIPLINARY PROGRAM FOR THE RETENTION OF NON-TRADITIONAL STUDENTS

Author(s)-Title(s)-Institution(s)

Amory, Marion B. (Mrs.), Reading Consultant

Summary:

A hypothetical study was made of the effective alternatives concerned faculty implemented regarding black student attrition. In the area of admissions and recruitment they used data from the University's Admissions Committee regarding the number and type of black students who applied to this particular university. They studied the background and the four year educational performance of the 163 black freshman students who entered in 1981.

The proposed two year program is designed to: 1) include the acquisition of organized knowledge in the three fields of subject matter-language, literature, and the fine arts; mathematics and natural science; history, geography and the study of social institutions 2) the development of intellectual skills, all of which are skills of learning and thinking, and 3) the enhancement of the understanding of basic ideas and values.

The Learning Assistance Center provides individual and small group instruction within the context of Chall's developmental reading stages. Individual instruction is based on individual diagnostic testing, and reading and writing skills are to be taught in close association with each other. More specifically, emphasis was placed on metacognitive and comprehension skills, schema construction and activation, story grammar, the Meyer system of hierarchical text structure and rhetorical relation, inferential and critical reading and thinking, and writing skills, and vocabulary development.

Program evaluation is to be based on positive student outcomes and on the degree of student-faculty satisfaction. Measurable feedback information would include scores obtained on standardized tests, GPA, and results of Informal Reading Inventory tests.

Written materials are distributed.

Significance:

Provides research based methodologies as well as qualitative and quantitative approaches to black student retention.

CODE 126

ABSTRACT TITLE:

BLACK BACCALAUREATE NURSING STUDENTS: STRESSORS, SOCIAL SUPPORTS, AND RETENTION STRATEGIES

Author(s)-Title(s)-Institution(s)

Sykes, Roslyn K. (Dr.), Assistant Professor/Project Director for Special Project Grant for Disadvantaged Students, Southern Illinois University at Edwardsville.

Summary:

The presentation addresses the research findings of a study that determined the perception of stressors and social supports of basic Black baccalaureate nursing students in predominantly white NLN-accredited nursing programs in the Midwest Region. Stressors in the collegiate nursing environment and the social supports that buffer the stressors are identified. Information will focus on a mentor porgram and a federally-funded support program to recruit, retain and graduate academically and economically disadvantaged nursing students from a predominantly white baccalaureate nursing program. Information presented is the product of a doctoral dissertation and beginning stages of a proposal funded in June 1986.

Significance:

Participants are provided a familiarity with environmental stressors, social supports and specific institutional strategies to retain baccalaureate nursing students.

CODE 127

ABSTRACT TITLE:

THE PARADOX OF PERCEPTION: BLACK STUDENTS ON RECRUITMENT AND RETENTION

Author(s)-Title(s)-Institution(s)

Miller, Karen K. (Dr.), University of Wisconsin, Milwaukee

Summary:

The paper reports the results of a 1982 survey of black students at the University of California, Santa Barbara (UCSB) after the institution's former Chancellor stated publicly that the investment in black undergraduate recruitment did not yield "enough bang for the buck." The questionnaire, mailed to 280 students during the Winter of 1982, enlisted responses about prior knowledge of and reasons for selecting UCSB, perceptions of the campus, reasons for remaining, whether students considered leaving the University and what changed their minds, and ways in which they would improve the campus if given the opportunity. The presentation addresses itself to the qualitative aspects of the students' responses rather than mere quantification of the acquired data.

Significance:

The inconsistencies between student and administrative perceptions of the campus as well as identification of influential factors in the choice of and satisfaction with an educational institution contribute an additional element in the overall understanding of black student recruitment and retention.

CODE 128

ABSTRACT TITLE:

THE UTILIZATION OF MICROCOMPUTERS AND MARKETING TECHNIQUES TOWARDS SELF-ASSESSMENTS AND SOLUTIONS TO RETENTION CONCERNS

Author(s)-Title(s)-Institution(s)

Shukla, P.K., doctoral candidate, University of California, Los Angeles and management consultant

Summary:

The concerns faced by colleges and universities with self-assessments and solutions to retention difficulty require complex analysis. AS contrasted with intuitive and non-quantitative approaches, this demonstration session will illustrate how microcomputers and marketing techniques may be utilized in the development of more complete analysis. Specific outputs and potential reports generated are reviewed from actual case application. With the increasing complexity of the campus administrative task and the increased availability/capabilities of microcomputers, new approaches should be taken in dealing with retention problems.

Significance:

A gap may exist in the understanding of microcomputer program capabilities and how they may be effectively utilized in solving retention concerns. This demonstration provides a state-of-the-art review and illustrations.

CODE 130

ABSTRACT TITLE:

RECRUITMENT AND RETENTION OF BLACK STUDENTS, FACULTY AND STAFF ON SMALL PREDOMINANTLY WHITE LIBERAL ARTS CAMPUSES.

Author(s)-Title(s)-Institution(s)

Tederman, James S., Vice President and Dean of Student Affairs, Grinnell College, Jones, Steven E., Director of Minority Affairs, Grinnell College

Summary:

Creating a retention program that encompasses all areas of the small private liberal arts college is the focus of this presentation. Two models for retaining Black students will be presented, one theoretical and the other recently instituted at Grinnell College. Each model considers the academic, financial, and personal support of the students as they are met through various college offices. In addition, developing total institutional commitment through a campus educational process is explored. The essential perspective of the models is to build a strong retention program through the support of the campus community: comprising the trustees, the administrators, the faculty, and the students. The presentation will be followed by discussion. Copies of the models are distributed. Information presented was developed at the Grinnell National Conference on the Recruitment and Retention of Black students, faculty, and staff.

Significance:

Participants will become aware of a small liberal arts colleges approach of total institutional commitment to combating attrition.

CODE 131

ABSTRACT TITLE:

THE VALUE OF PARENT EDUCATION AS IT AFFECTS THE RETENTION OF SEEK (SEARCH FOR EDUCATION, EVALUATION AND KNOWLEDGE) STUDENTS AT BROOKLYN COLLEGE

Author(s)-Title(s)-Institution(s)

Walters, David, College Guidance Counselor, Brooklyn College

Summary:

The Carnegie Council of Policy Studies in Higher Education recently reported that "because of deficits in our public school system, about one-third of our youth are ill-educated, ill-employed, and ill-equipped to make their way in American Society."

The TAN:PEP Study investigated the impact that parents have on the persistence in course work and retention of freshmen in the SEEK (Search for Education, Evaluation and Knowledge) Program at Brooklyn College of the City University of New York. The results of this project suggest that emphasis be placed on more effective communication with parents and students and that a structured program be provided for parents that would include information giving/getting sessions, group discussion and assessment.

Upon gleaning the literature we have come to the realization that more innovative parent education programs are needed to alleviate the deficits in public education.

This Research Project was funded by the City University of New York's SEEK Instructional Temporary Services Fund for Innovative or Experimental Courses.

Significance:

Participants are informed of the need of the university to provide a structured Parent Education program for the Retention of Black Youth in Higher Education (Parent Education program should be provided on all academic levels - Kindergarten through College).

CODE 132

ABSTRACT TITLE:

CULTURAL CLARIFICATION: A DETERRENT TO BLACK STUDENT ATTRITION

Author(s)-Title(s)-Institution(s)

Grier, Vernon E., Associate Dean of Special Programs, The William Paterson College

Summary:

The focus of this presentation is the importance of developing retention programs for minority students which function from an Afro-centric perspective and involve more than student personnel staff members, in order that the totality of student experience will be addressed.

The introduction of a cultural component through academic channels in coordination with student services such as counseling and other support systems should enhance and enrich students' self perspective and provide a stronger cultural base. This will help these students who find themselves in an alien environment to better withstand the prejudices which they face. Studies have indicated that such networks of assistance can provide important barriers to student attrition.

Significance:

Participants will come to understand how important the nature of the living environment is in the matter of student attrition; and how essential it is that minority students be able to relate to that environment.

CODE 135

ABSTRACT TITLE:

BLACK STAFF AT MAJOR UNIVERSITIES: THE NEED TO TEACH

Author(s)-Title(s)-Institution(s)

Banks, James D. (Mr.), Minority Academic Affairs Coordinator, University of Wisconsin-Madison

Summary:

Recently in higher education there has been a cry to have more black role models in institutions of higher learning. Since there is a distinct lack of black Ph.D.'s in these settings it would seem appropriate to have qualified black staff members instruct students in their specific areas of interest. Initially, these courses could be looked upon as electives classes, however, with proper development and research these courses could become part of the required curriculum.

Significance:

Role models are extremely necessary to the progression of black students in higher education.

CODE 137

ABSTRACT TITLE:

AN EXPERIENTIAL CASE METHOD APPROACH FOR DEVELOPING ANALYTICAL CONCEPTUAL SKILLS: A SELF PACED PEDAGOGICAL SYSTEMS APPROACH

Author(s)-Title(s)-Institution(s)

O'Daniel, Richard M. (Dr.) Associate Professor of Management, Norfolk State University and Senior Systems Analyst, Department of Army (Consultant) TRADOC Headquarters, Fort Monroe, Virginia

Summary:

Research in developing an Experiential Learning Skills Model, grew out of sixteen years of urban post secondary and higher education teaching experiences, with "so-called," disadvantaged students, in New York, Pennsylvania, Massachusetts, New Jersey, and Virginia. Through continued classroom application and development, this model has provided an extremely effective teaching tool for addressing the often overwhelming problems associated with written and oral communications, and analytical conceptual problem solving skill deficiencies in students. A case method approach involving individual and small group experiental learning exercises is used. Students are required to master five competency levels. Hegel's Science of Logic, serves as the conceptual foundation for the model, which focuses on developing rational dialectical reasoning and communication skills in management, and other social science students. The model employs an inclusive learning approach examining not just the obvious symptons of poorly developed analytical conceptual problem solving skills, which show up in written/oral communications, and objective test taking, but provides learning aids for addressing problems stemming from attitude, motivation,and life experience often associated with learning skill problems and deficiencies in college students. Information is presented using overhead view graphs, and written hand outs, enabling participants, to review and adapt the model or approach for their learning requirements.

Significance:

Participants are provided a new theoretical construct for examining the problem, and a practical approach for developing an economical and effective solution.

CODE 138

ABSTRACT TITLE:

THE BLACK COLLEGE DILEMA: A CASE ANALYSIS OF CATCH 22 ORGANIZATIONAL CHANGE FOR HISTORICALLY BLACK INSTITUTIONS OF HIGHER EDUCATION

Author(s)-Title(s)-Institution(s)

O'Daniel, Richard M. (Dr.) Associate Professor of Management, Norfolk State University and Senior Systems Analyst, Department of Army (Consultant) TRADOC Headquarters, Fort Monroe, VA.

Summary:

This paper presents a brief overview of the systems behaviors inherent to the tradition, structure, organization, and funding of Historically Black Colleges and Universities, which often preempts them from effectively eliminating the problem of 50 and 60 percent attrition, in meeting their unique mission, in American society, of providing upward mobility for the educationally discriminated and disadvantaged black youth.

Significance:

This paper provides clear insight into specific needs for change, in curriculum, delivery systems, use of educational media, and organizational process, essential for the survival of both black students and Historically Black Institutions.

CODE 139

ABSTRACT TITLE:

FACTORS AFFECTING ACADEMIC SUCCESS AND DROPOUT BEHAVIOR AMONG BLACK FRESHMEN STUDENTS AT A PREDOMINANTLY BLACK URBAN COMMUNITY COLLEGE

Author(s)-Title(s)-Institution(s)

Carroll, Juollie (Dr.), Acting Director of Special Programs, Medgar Evers College (CUNY)
Simmons-Conoly, Joyce (Mrs.), Lecturer, City College (CUNY)

Summary:

This investigation focused primarily on the determinants of academic success and dropout behavior in a predominantly black urban community college. A questionnaire was developed based on earlier research findings on student retention and attrition. Black college freshman (N=137) from two different programs participated in this study. Groups of persisting, dropout, and transfer students were identified in each program population. The data was analyzed using correlational analysis, discriminant analysis and analysis of variance.

Two variables, highest expected degree and counselor guidance effectiveness, were especially important. High school average was not a very good predictor. Students who were pursuing less than a bachelor's degree had the most negative attitudes toward their freshman college experience. Generally, three measures of students' attitudes toward their college experience (peer-group associations, student-faculty interactions, student-counselor interactions) were strongly related to student outcome.

Additional results indicated that transferring to another college significantly related to an interplay of multiple variables. Distance from college from home, English as a first language, and specification of the college as the student's first choice prior to admission also significantly related to freshman attrition in an urban community college. The transfer students represented a clearly distinct and rather different group from students who simply dropped out. Results also supported the importance of adequate counseling to student outcome, and their attitudes. Information presented is the product of a dissertation conferred by Teachers College Columbia University). Materials will be distributed.

Significance:

Participants will be familiarized with factors affecting academic success and dropout behavior among Black freshman students and features of a comprehensive counseling program for freshmen students.

CODE 140

ABSTRACT TITLE:

RECRUITING AND GRADUATING BLACK STUDENTS

Author(s)-Title(s)-Institution(s)

Johnson, Simon O. (Dr.) Professor/Director Recruitment and Outreach, University of Florida, Gainesville, Florida

Summary:

It is important for colleges and universities to find and recruit Black students who have demonstrated instances of success in their academic background. The model program at the University of Florida, College of Education, is designed to find, recruit, retain, and graduate a large percentage of the students. This model involves tutoring in all areas; the development of a positive self concept; the development of responsibility; and test-taking skills in areas such as the GRE, SAT, ACT and others.

Significance:

Black students are successful in the College of Education because assistance is provided, their self concepts are improved, and they know where to go in order to get help.

CODE 141

ABSTRACT TITLE:

OFFICE OF THE ASSOCIATE PROVOST - SPECIAL PROGRAMS: A COMPREHENSIVE ADMINISTRATIVE MODEL FOR THE RETENTION OF AFRICAN AMERICAN STUDENTS

Author(s)-Title(s)-Institution(s)

Palmer, Robert L. (Dr.), Associate Provost - Special Programs, State University of New York at Buffalo, and Staley, John M. (Dr.), Headmaster, Cora P. Maloney College, State University of New York at Buffalo

Summary:

The Associate Provost for Special Programs structure provides resources for the coordination of services, expertise and functions needed to effect a comprehensive model for minority student retention. The overarching aim is to encourage synergism between programs and offices while preserving the integrity of each individual unit. It can be stated with some certainty that the quality of services administered to African American students in the normal course of entering, attending and negotiating a University influences their ability to succeed. Assuming that the design and quality of services rendered to Black students determines continued enrollment, eight student-centered and six program-centered functions have been identified as variables that impact student retention. These functions are:

Student-Centered Functions
Recruitment, Admission, Instruction, Counseling and Academic Advisement
Tutorial Services, Cultural Enrichment, Placement, and Mentor Service
Program-Centered Functions
Grantsmanship, Research, Liaison/Resource Activities, Community Service,
Staff/Professional Development,and Networking

It should be noted that these functions, and the ten programs within the Associate Provost for Special Programs area, address critical points at each step in a student's progression toward and through the University. Collectively, these retention issues are referred to as a "retention model." The rationale for calling this a model is twofold. First, these issues represent a pattern of activities essential to student satisfaction with his/her University experience. Second, if each function is executed efficiently and with sensitivity, students should find the University more responsive to their needs and easier to negotiate.

Significance:

Using a combination of lecture/discussions, visuals, and handouts, participants will be presented details about this comprehensive model for the retention of African American students at the University at Buffalo.

CODE 144

ABSTRACT TITLE:

CALCULUS BY THE DOZEN: A RETENTION PROGRAM FOR UNDER-REPRESENTED MINORITY STUDENTS IN MATHEMATICS BASED MAJORS

Author(s)-Title(s)-Institution(s)

Brown, Manuelita A. (Ms.), University of California, San Diego

Summary:

Minority Honors Workshop (MHW) provides academic and social support for achievement in scientific majors by Black, Hispanic, Native American, Pacific Islander, and Filipino freshman and sophomore students. Calculus, in particular, plays a pivotal role for all engineering and science majors, and thus, is the Workshop's focus. MHW strategy is to: 1) Build a community of minority students that is academically oriented and a source of peer support, 2) Provide extensive and ongoing supplemental instruction, and 3) Provide extensive orientation to the university and encourage participants to take full advantage of its offerings. Participants' success as measured by grade point average and retention surpasses that of their counterparts. The presentation is made in multi-media formats; concepts are illustrated through video tape and slides of actual workshop activities. The perspective of the student is highlighted.

Significance:

Participants are acquainted with a group academic support program that is particularly effective for Black students and duplicatable.

CODE 145

ABSTRACT TITLE:

A CLASSROOM TOOL TO AID IN BLACK STUDENT RETENTION AT COLLEGES AND UNIVERSITIES

Author(s)-Title(s)-Institution(s)

Kelly, Evelyn A. (Mrs.), College Survival, Inc.

Summary:

This presentation will focus on some of the Power Processes from the textbook, Becoming a Master Student by David B. Ellis. The textbook is being used in classrooms on over 700 college campuses in freshman orientation and similar classes. It is a resource for new college students and a comprehensive collection of tools, techniques, hints, ideas, instructions, examples, methods, procedures, processes, skills, resources and suggestions that help in adjusting to and succeeding in school. It is now time for black students to know and to own the fact that they create their own experiences and to learn how to use that power as an effective tool to handle classroom as well as life situations to become successful. Becoming a Master Student is a tool that aids in the interaction between students and teachers and can make a difference in the lives of black students as they become the "master student" that is inside each one of them.

Significance:

Today, there is great concern about the under representation of blacks in institutions of higher education. Much statistical data has been gathered to detail the problems and even to point a finger of blame. Retention improves when students discover that they are responsible for their education.

CODE 146

ABSTRACT TITLE:

EARLY AWARENESS: THE NEW RETENTION

Author(s)-Title(s)-Institution(s)

Bell, Edward D. (Mr.), Associate Dean of Admissions; Director Minority Recruitment Program, SUNY College at New Paltz

Summary:

The concept of colleges taking an active role with middle school students is beginning to gain favor as a legitimate activity in two basic areas: minority student recruitment and minority student retention. Colleges willing to be future oriented may well find that early intervention with middle school students is a profitable technique for building a pool of motivated, well-prepared college prospects less likely to drop out. Effective early awareness programming can influence self-concept, intellectual curiosity, goal-setting and self-discipline. This position paper will explore two early awareness models: (1) Minority Expo 85, a regional consortium of public and private educators and corporate business and (2) the College at New Paltz Minority Recruitment Program Early Awareness Institute. These models are presented to stimulate the interest of the institutions in student development prior to enrollment.

Significance:

Participants are familiarized with a regional and institutional approach to the early awareness concept as it pertains to student retention through models easily adaptable to educational consortiums or individual institutions.

CODE 147

ABSTRACT TITLE:

LEARNING TO LEARN: IMPROVING RETENTION THROUGH CRITICAL THINKING SKILL DEVELOPMENT

Author(s)-Title(s)-Institution(s)

Bunch, Dan, Assistant Director: Learning to Learn Program, Boston College

Summary:

The Learning to Learn Thinking Improvement Program is a system of critical thinking skills which has a 20-year history of research and development. Data on the effectiveness of LTL in improving educationally disadvantaged minority students' grade point averages and retention in college through graduation have been validated by the U.S. Department of Education. As a result, the Department has recommended LTL for national dissemination. LTL is now in use at over 50 colleges nationally, and has been adopted by a number of Black institutions, including Spelman and Clark Colleges in Atlanta.

Significance:

This presentation provides an overview of the LTL system and data on its effectiveness.

CODE 148

ABSTRACT TITLE:

THE CENTER OF EXCELLENCE: A SUCCESSFUL PROGRAM FOR BLACK STUDENT RETENTION

Author(s)-Title(s)-Institution(s)

Wright, Harold D. Director, Center of Excellence, North Florida Junior College

Summary:

The Center of Excellence, located on the North Florida Junior College campus in Madison, Florida, is striving, through Operation Challenge, to motivate minority and non-minority students towards excellence in academic achievement. This Center is funded by the McKnight Foundation of Florida, and the College Reach Out Program of the Department of Education of Florida.

More and more young people emerge from high school poorly prepared for college or work. This situation becomes more acute as the knowledge base continues its rapid expansion, the number of traditional jobs shrink, and new jobs demand greater sophistication and preparation.

The purpose of Operation Challenge is to work with potential college students who are not interested in college and to strive to motivate these students to complete high school and enroll in postsecondary education.

A short speech will be given on how the Center of Excellence can serve as an aid for "Black Student Retention." A slide presentation will be given on the many successful activities of the Center of Excellence. A display will be set up for observation. Time will be allotted for questions and answers.

Significance:

Participants are familiarized with motivated techniques developed to help students complete high school and enter a postsecondary school. Ways and means of creating an interest in postsecondary schools will be discussed.

ABSTRACT TITLE:

WAYS TO PREPARE MINORITY-GROUP STUDENTS FOR STANDARDIZED TESTING

Author(s)-Title(s)-Institution(s)

Davis, John M. (Dr.), Associate Professor and Director, Test-Taking Skills Laboratory, The Florida A and M University

Summary:

This presentation summarizes classroom tested and proven techniques involved in the issues of recruitment and retention of black students who are systematically prepared for standardized (qualifying) examinations. First, it describes how bright--but low scoring--students often are labeled incompetent, penalized or disqualified by standardized examinations, or discouraged by associated myths. Second, it details four characteristics of tests: whether they are measures of aptitude or achievement, whether they require students to produce or just recognize the best answer, whether they are interpreted in relationship to the scores of other students or in terms of some judgmental standards, and whether they are constructed by teachers in the schools or by some outside agencies. Other factors include students' physical and emotional conditions before, during and after exams and their ability to follow directions, budget time, omit difficult questions. Most importantly, the controversy about coaching for tests is examined, and the complexity of the issue is addressed. Written materials are distributed.

Significance:

Through demonstrations and discussion, participants are familiarized with factors associated with successful test-preparation programs in educational systems. These programs enhance recruitment and retention, and prepare students for legislated competency, college entrance, graduate and professional examinations. Such test-preparation programs decrease dropout and stopout rates

CODE 152

ABSTRACT TITLE:

WHAT ARE GOOD BLACK RETENTION STATISTICS?

Author(s)-Title(s)-Institution(s)

Thomson, Gregg E. (Mr.), Senior Statistician, Office of Student Research,
University of California, Berkeley

Summary:

What are good retention statistics for black students attending a predominantly white university? The presentation demonstrates how we might begin to answer this question. With empirical examples drawn from the presenter's retention research, both senses of "good retention statistics," i.e., as satisfactory or improved retention rates and as technically sound and useful ways to document these rates, are considered. A range of policy-relevant questions about retention statistics are discussed. These include: (1) how to docide what statistical measure of black student retention is the most appropriate and useful; (2) how to determine what black retention rate is "fair" to expect in the first place; (3) how to demonstrate that precollegiate or freshmen intervention programs for "high risk" students have lasting positive retention effects; (4) why it is important to examine the extent to which variation in retention rates among black students is associated with levels of academic preparation, socioeconomic background and other factors. Brief written guidelines for "good" black retention statistics are distributed.

Significance:

The presentation offers guidelines for the use and intepretation of black retention statistics that are easily adaptable to each participant's institution.

CODE 153

ABSTRACT TITLE:

ACADEMIC SUPPORT PROGRAMS IN LAW SCHOOL: A RETENTION MODEL

Author(s)-Title(s)-Institution(s)

Cochran, J. Otis (Dr.), Associate Professor of Law, University of Tennessee, College of Law

Summary:

The presentation will reveal the results of a study of 99 ABA-approved law schools with respect to retention models. Specifically, academic support programs aimed at minority and other disadvantaged students will be examined. In addition, the presentation will review the University of Tennessee's academic support program and offer ideas with respect to an academic support model for professional schools, particularly law schools.

Significance:

Participants see that retention is not simply a problem in undergraduate environments, and participants are familiarized with efforts to slow down attrition.

CODE 154

ABSTRACT TITLE:

STRATEGIC LEARNING SYSTEMS: SOLVING RETENTION PROBLEMS BY EXPOSING THE SELF-ESTEEM CONSPIRACY

Author(s)-Title(s)-Institution(s)

Johnson, A. Lee (Dr.), Professor/President, Strategic Learning Systems

Summary:

Our attention is directed to the historically-specific, socio-economically generated matrix of unexamined, unaware belief systems and frames of reference that truncate the individual's power to affirmatively intervene in invalidating circumstances (the Invalidating Paradigm). The SLS model will demonstrate an experiential process:

1. Experiencing and reinterpreting the effects of the Invalidating Paradigm.
2. Demonstrating a method for transforming the Invalidating Paradigm into the Affirmative Paradigm, which allows the indivual to become a master of circumstances.
3. Demonstrating how the individual colludes with the invalidating environment, e.g., the Self-Esteem Conspiracy. The Self-Esteem Conspiracy is the process in which the indivual "conspires" with invalidation by believing that she/he or her/his group is unattractive, unintelligent, or powerless, based on unaware, self-limiting belief systems or paradigms.
4. Demonstrating that the result of collusion in an invalidating environment is dropout and burnout.
5. Demonstrating that transforming this collusion into affirmative intervention results in high rates of retention.

Significance:

Participants are familiarized with the SLS method and how to adapt it to solve retention problems in their institutions.

CODE 155

ABSTRACT TITLE:

COMPARATIVE RETENTION RATES: PERSISTENCE, ACADEMIC ACHIEVEMENT PATTERNS AND GRADUATION RATES OF SELECT UNDERGRADUATE STUDENT SUBPOPULATIONS ENTERING THE UNIVERSITY OF CALIFORNIA, IRVINE FALLS 1979-1984.

Author(s)-Title(s)-Institution(s)

Aaron, Melvin C., Policy Analyst, Acdemic Affairs/Professor of Polical Science and Economics, University of California at Irvine and California State University System

Summary:

Persistence, academic achievement patterns and graduation rates of select student subpopulations entering the University of California at Irvine from Falls 1979 - 1984 are displayed, compared and subjected to trend comparisons. Through the use regression and discriminant analyses, appropriate explanatory and predictive models are derived to inform an institutionally directed approach to improving retention efforts. Differential models are developed for "underrepresented" ethnic minorities and traditional students alike.

Significance:

Demonstration of how attrition/retention research results can be used to improve institutional marketing and retention efforts by targeting "at risk" student subpopulations on the front end and providing them with appropriately designed/implemented retention interventions.

CODE 158

ABSTRACT TITLE:

THE BEST RETENTION STRATEGY? ACADEMIC PREPARATION

Author(s)-Title(s)-Institution(s)

Cargile, Samuel D. (Dr.), Director, Minority Education Office, The American College Testing Program, Iowa City, Iowa

Summary:

Previous studies identify inadequate academic preparation prior to college as one of the causes for Black students' attrition in higher education. However, little research has been conducted to date regarding the impact of recent curricular reform on various population subgroups, and because many colleges have already implemented increased requirements for admission (i.e., increases in the number of required courses in English, mathematics, social studies, and natural science) the presentation examines changes in course taking patterns for Black students within a large national population of college-bound high school students. In addition to overall changes in course taking, the relationship between the ACT Assessment scores of students with differential preparation in the four subject areas represented in the ACT tests is examined. The data used in the analysis of changes in course taking patterns were taken from the ACT data bases comprising the high school graduating classes of 1978, 1982, 1985, and 1986. A 20 percent random sample of seniors taking the ACT on the October 1985 test date (189,130) was selected to examine the relationship of high school coursework to the corresponding ACT test score.

Significance:

Participants are encouraged to develop school/college collaboration projects to help strengthen the quality of secondary education and to ensure that Black students are academically well-prepared to enter and persist in higher education.

CODE 139

ABSTRACT TITLE:

USING THE COLORADO EDUCATIONAL INTEREST INDICATOR AS AN AID TO ACADEMIC MAJOR SELECTION

Author(s)-Title(s)-Institution(s)

Bryant, Carl (Dr.), Assistant Professor/Director of Counselor Training,
United States Air Force Academy

Summary:

Over the last several years, academic advising has been receiving increased interest from university staffs. This increased interest has been attributed to many variables: the fear of declining enrollments; the increased concern with retention; and the increasing complexity of the university. This presentation addresses the possible uses of a new academic advising instrument that was designed to help students select an academic major. The Colorado Educational Interest Inventory (CEII) has proven itself to be a highly predictive measure of academic choice for college students. Results of outcome studies which used the CEII will be presented.

Significance:

Participants in this workshop will get hands-on experience in using the CEII with their university's population.

CODE 160

ABSTRACT TITLE:

BLACK STUDENT RETENTION PROGRAMS IN HIGHER EDUCATION: POLICY AND IMPLEMENTATION

Author(s)-Title(s)-Institution(s)

Morton, Cornel N. (Dr.), Director, Office of Human Relations Programs,
University of Maryland, Baltimore County

Summary:

Access to higher education has been one narrow avenue for the upward mobility of black and other minority Americans. Given the relationship between social mobility and higher education, any policy or action that limits, for any reason, black student access to higher education will have a serious impact on patterns of mobility in minority communities. Estimates are that only five out of thirty black students who enter four-year colleges graduate on schedule. In addition, the data available shows that black undergraduates have lower college retention rates than whites. Too often black and other minority students see their institutions as hostile places where white students and faculty perceive that all blacks are "special admits" and beneficiaries of affirmative action. The central theme of my paper, namely the consideration of equity as a prevailing condition would require that black and other minority students be given a chance to realize their ambitions and aspirations through education. More specifically, this paper will highlight components of a comprehensive program for black student retention in a four-year predominantly white institution. Components of the program include a role model/mentor program involving faculty, staff and alumni, required placement tests, skill development courses and workshops, counseling activities and extensive tutoring. Each component is subject to assessment and evaluation in order to determine its effectiveness in view of the institution's recruitment and retention goals. Under-representation of black students in higher education continues. A comprehensive effort designed to address this imbalance appears to be an important factor. A commitment on the part of the institution to the broader goal of equity in its attempt to tailor any program to needs of black students is imperative.

Significance:

Participants are familiarized with a comprehensive model for black student recruitment and retention in higher education. Various aspects of student service and peer support programs will be discussed.

CODE 161

ABSTRACT TITLE:

EARLY MEDICAL SCHOOL SELECTION PROGRAM (EMSSP)

Author(s)-Title(s)-Institution(s)

Culbert, Arthur J. (Dr.), Assistant Dean, Boston University School of Medicine/Director, Early Medical School Selection Program

Summary:

The Early Medical School Selection Program began in 1982 following two years of ongoing discussions with Presidents and Premedical Advisors at the four colleges within the Atlanta University Center. After a program concept was designed, The Robert Wood Johnson Foundation supported its implementation beginning in October, 1983. At present, there are eight participating undergraduate institutions, Clark College; Hampton University, Morehouse College, Morris Brown College, Pembroke State University, Spelman College, Tougaloo College and the College of the Virgin Islands.

The objective of the Early Medical School Selection Program is to successfully address the problems facing minority students during the continuum of their undergraduate premedical/medical education. The intention is to maximize the retention of minority students in the program through a carefully coordinated integration of their undergraduate premedical and preclinical medical education. In this model, successful intervention is based on an early and more gradual transition into medical school by accepting students during the second semester of their sophomore year of college in the absence of MCATs. The program has been modeled after the innovative Modular Medical Integrated Curriculum which was implemented at Boston University in 1977 as part of the Interface Program supported by the Commonwealth Fund.

Significance:

The EMSSP developed at Boston University School of Medicine addresses qualitative issues in recruitment, enrollment and academic performance of Black medical students in the undergraduate equivalent of a "medical preparatory school" designed around both social and academic needs of Black undergraduates who want to become physicians.

CODE 162

ABSTRACT TITLE:

THE UNDECIDED: STRATEGIES TO INCREASE RETENTION FOR STUDENTS WHO HAVE NOT SELECTED OR CANNOT GAIN ENTRY INTO A MAJOR FIELD OF STUDY

Author(s)-Title(s)-Institution(s)

Smith, Melvin O. (Dr.), Professor of Science, Dean of the School of General and Continuing Education, Norfolk State University

Summary:

Post secondary education institutions render services to a wide range of students. Many of these students enter these institutions with a vast heterogeneity in terms of academic and social backgrounds, attitudes, career awareness and personal confidence levels. In attempts to assist a large pool of this student population, many colleges and universities have established programs and/or departments such as: (1) non-matriculation programs; (2) general freshmen studies and (3) the "undecided" major. These programs have features which are designed to address the specific needs of this student pool.

This report will focus on some of the underlining strategies which are being employed to reduce attrition among this student population. The pool of undecided majors is becoming alarmingly large, and it has been noted that many of these students need special assistance and encouragement in order to keep them enrolled in the higher education processes.

Expanded admission policies and new recruitment efforts have placed hundreds of students on campus who have not selected a major. It is theorized that innovative advisement and instruction to the "undecided major" will increase the retention of said students. Some institutions have explored strategies which involved:

1. The design of special courses;
2. Academic and social counseling;
3. Career information;
4. Remediation and developmental activities; and
5. The use of instruments such as the Major-Minor Finder.

Significance:

The aforementioned activities in tandem with traditional activities might assist institutions in maintaining enrollment and in the production of quality graduates.

CODE 165

ABSTRACT TITLE:

EVALUATION RESEARCH DESIGN FOR ACADEMIC ADVISEMENT PROGRAMS

Author(s)-Title(s)-Institution(s)

Johnson, Joy L., Instructor, School of Social Work, Norfolk State University

Summary:

Academic advisement has traditionally been utilized in higher education programs to direct students in curriculum decision-making leading to the achievement of life/career goals. Causal linkages have been drawn between the academic advisement process and such student outcomes as increased retention rates, decreased dropout rates (especially among high-risk students), and increased numbers of graduates and applicants for graduate studies. In this paper an evaluative research design is proposed which would mark an initial assessment of the effectiveness of a university-wide advisement program. By means of a triangulated research design the following objectives would be accomplished: 1) determination of current student outcomes at this university; 2) assessment of student perceptions of advisors and program satisfaction overall; 3) evaluation of correlations between these essential variables.

Significance:

Participants are familiarized with an institutional approach to evaluatively assessing academic advisement programs at their respective institutions.

CODE 166

ABSTRACT TITLE:

EXPERIENTIAL EDUCATION AS A MEANS OF RETAINING STUDENTS

Author(s)-Title(s)-Institution(s)

Byrts, Sam (Dr.), Assistant Professor/Director of Cooperative Education,
The Emporia State University, Emporia, Kansas

Summary:

Experiential Education has increasingly become an integral dimension of a student's total learning experience in America's system of higher education. Learning found outside the confines of the classroom adds relevance to education and strongly fortifies the individual in the total development and learning process. Moreover, Experiential Education significantly enhances and improves the retention and academic performance of students, and it impacts on student career development and personal growth. Understanding better what is taught in the classroom builds a student's self-confidence and increases the motivation level of students who are able to apply academic theory to on-the-job, practical, career-related work experience. Because of the close contact which usually occurs between the student participating in an experiential learning assignment, and the faculty member who assesses and supervises the learning, the student receives more individualized attention and project focus. This type of relationship provides the student with the perception that someone cares about him, and for a Black student, such a relationship can easily discern the difference of whether or not he stays or leaves the institution. Information presented is the results of research and findings relative to Experiential Education Programs which focus on student retention. Abstracts of programmatic materials will be distributed.

Significance:

Participants are provided information and documented evidence of the strengths and value of Experiential Education programs, and the significant impact that these programs have on the retention of students.

CODE 167

ABSTRACT TITLE:

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT: A COMMUNITY DEVELOPMENT APPROACH TO RECRUITMENT AND RETENTION

Author(s)-Title(s)-Institution(s)

McKNIGHT, Mamie L. (Dr.), Consultant to the Chancellor for Community Development

Summary:

The presentation describes the community development initiative in the Dallas County Community College District - a seven college District - to meet the educational needs of underserved and emerging adult populations in the county. The model especially targets minority populations in the service areas of each of the colleges throughout the District. Specific emphasis in the presentation is on the areas of: project rationale; strategic and operational planning; the DCCCD definition of community development; demographic trends and analyses; implementation process; progress and current status of the project, and; goals for the future. The internal and external environmental factors directly related to retention efforts are explained in detail.

Significance:

The participants are introduced to a comprehensive, on-going district-wide model for recruitment, retention and community development.

CODE 188

ABSTRACT TITLE:

BROTHERS HELPING BROTHERS COMMUNITY MENTORSHIP PROGRAM

Author(s)-Title(s)-Institution(s)

Fanniel, Ronald N. (Mr.), Program Advisor, Community Mentorship Program, Florida Community College at Jacksonville

Summary:

Matching black male students one-to-one with black male mentors for the purpose of retaining the male student until he reaches his educational goal is the focus of this program. In this session you will learn how Florida Community College at Jacksonville developed its black male student retention program and the interaction and enthusiasm of busy ministers, lawyers, businessmen, doctors, educators, funeral directors and engineers to give of themselves so freely to help another brother.

Further, you will learn how students and mentors are selected, matched and placed together; and how mentoring enhances the values of the student. Recruiting, structure, workshops and evaluation materials will also be shared.

Significance:

National statisticians emphasize the fact that black male students in Florida possess the lowest academic access and attainment which results in the high incidence of academic exclusion and failure, low esteem and negative attitude of the black male student. These students must take a greater look at their responsibility and seek the opportunity to reach their educational and career goals.

CODE 169

ABSTRACT TITLE:

RELEASING THE ACADEMIC POTENTIAL OF MINORITY STUDENTS: MODEL PROGRAMS THAT ARE MAKING IT HAPPEN

Author(s)-Title(s)-Institution(s)

Bolden, John H. (Dr.), Associate Professor, Department of Educational Leadership, Florida State University

Summary:

Although high school graduation rates have improved dramatically for black students over the past two decades, college attendance and completion rates have declined for blacks since 1975.

The purpose of this presentation is to provide the conceptual framework, the implementation strategies, and the early results of the McKnight Program in Higher Education as related to potential high school graduates in Florida. Through five Centers of Excellence in the state of Florida, the McKnight Foundation has set in motion a significant set of activities that are releasing the academic potential of black students.

The Centers of Excellence were designed to increase the number of black students academically prepared, and motivated to enter postsecondary educational institutions.

Significance:

Major tasks accomplished by the Centers include: the identification of the appropriate targeted student clientele, the provision of supplementary educational outreach services including counseling, tutoring and career exposure as well as the intimate involvement in issues related to the access and retention of black youth.

CODE 179

ABSTRACT TITLE:

THE EFFECTS OF NONCOGNITIVE VARIABLES ON ACADEMIC PERSISTENCE AMONG BLACKS IN A PREDOMINANTLY WHITE INSTITUTION OF HIGHER EDUCATION

Author(s)-Title(s)-Institution(s)

O'Callaghan, Kevin W. (Major, USAF), Assistant Professor/Director of General Psychology, United States Air Force Academy

Summary:

The study was conducted to examine selected noncognitive variables using Sedlacek's (1976) Noncognitive Questionnaire and Rotter's (1966) Locus of Control on a randomly-selected sample of black and white college students. The purpose was to determine if these measures were more predictive of academic persistence than the traditional measures of the Scholastic Aptitude Test and the American College Test. The study focused on the following broad areas: (1) whether noncognitive measures were a better predictor of black student academic success at a predominantly white institution; (2) whether life events were determined primarily by their own efforts (internal control) or by factors beyond their own efforts (external control); and (3) to determine the effects of noncognitive variables for blacks at the United States Air Force Academy. The data was collected from a sample of 120 black and 120 white students at the Air Force Academy and was evaluated using Analysis of Variance procedures.

Significance:

College admissions and student personnel workers are familiarized with a more representative approach of selecting (admissions) and retaining (persistence) black undergraduate students at predominantly white institutions of higher education.

CODE 171

ABSTRACT TITLE:

RECRUITMENT PLUS RETENTION: THE KEY TO SURVIVAL OF THE BLACK COLLEGE

Author(s)-Title(s)-Institution(s)

Crider, Tyrone (Rev.), Director of Admissions, Central State University
Parham, James (Lt. Col), Central State University
Turner, Audreay W. (Ms.), Central State University

Summary: INFORMATION NOT AVAILABLE

Significance:

CODE 171

ABSTRACT TITLE:

DEVELOPING BLACK STUDENT LEADERSHIP

Author(s)-Title(s)-Institution(s)

Colon, Alan (Dr.), Assistant Vice President for Enrollment Management
College of Charleston

Summary:

Black students represent a collective interest group on predominantly white campuses and comprise various interest groupings at historically Black colleges and universities. Accordingly, it is necessary for Black students to bond together for power as participants in organizational life in the education process. Toward this end, developing Black student leadership is critical to Black student success, individually and collectively.

This presentation consists of: (1) a theoretical perspective containing assumptions and key terminology central to the topic; (2) an elaboration of the notion of academic excellence and social responsibility as a philosophical model for Black student leadership development; (3) a discussion of the important student leadership abilities needed in settings on and off campus and (4) a summary of neglected or unfinished tasks and of some of the problems associated with exercising the responsibilities of leadership.

Significance:

Theoretical and practical approaches to developing Black student leadership are explored as means for more and better student involvement in campus organizational life, and thus, persistence to graduation.

CODE 175

ABSTRACT TITLE:

CAREER OPPORTUNITIES FOR BLACK AMERICANS IN PODIATRIC MEDICINE

Author(s)-Title(s)-Institution(s)

Jimenez, Frank (Mr.), Director, Relations with Schools, The California College of Podiatric Medicine

Summary:

The presentation will focus on the following subjects:

- Advantages of a career in podiatric medicine
- The doctor of podiatric medicine-the scope of the profession
- Preparing for a podiatric medical career
- The colleges of podiatric medicine
- The severe shortage of minorities in podiatric medicine, especially Black-Americans in the profession

A podiatrist will assist me in addressing these issues.

The basic format of the presentation is as follows:

Introduction highlighting these points

Presentation by the podiatrist sharing perspectives about the need for more Black podiatrists in the U.S.

Multi-media slide presentation about the California College of Podiatric Medicine

Question and answer period

Significance:

Provides significant information on a specialized medical career for blacks.

CODE 176

ABSTRACT TITLE:

STUDENT PROGRESSION AND EDUCATIONAL PERFORMANCE STANDARDS IN THE STATE OF FLORIDA

Author(s)-Title(s)-Institution(s)

Massey, Deloris M. (Ms.), Policy Analyst, Florida Postsecondary Education Planning Commission

Summary:

Student performance has improved in response to higher expectations in Florida. The state's student performance programs, including the Statewide Student Assessment Test I and II, the College Level Academic Skills Test (CLAST), and the Florida Teacher Certification Program, have documented considerable improvement in performance over short periods of time. State mandates regarding curriculum choices have also shown a remarkable impact on students' choice of courses as well as on student performance.

Minority performance, on the whole, trails that of white students. Over time, however, a pattern emerges showing initial minority performance quite low followed by an improvement rate considerably greater than that of whites statewide. Although full parity is not achieved and minority levels continue to trail those of whites, the disparity is reduced. More positive results are expected for minority students in future program evaluations.

The presenter will provide a description of each of the Florida performance programs including (1) the performance standard, (2) the rationale, (3) an approximation of the level of difficulty, (4) a description of the state-funded support programs and the funding levels for 1986-87, and (5) information on the performance of minority students.

Significance:

Participants will receive information on how existing educational programs and policies designed to enhance student performance in Florida are affecting the state's minority students. Receiving national attention, the implications of Florida's findings may influence similar policies on student assessment, development, performance, support and retention in other states.

CODE 177

ABSTRACT TITLE:

IN PURSUIT OF EXCELLENCE AND INVOLVEMENT: A UNIQUE STUDENT RETENTION MODEL FOR BLACK STUDENTS ON A PREDOMINANTLY WHITE CAMPUS

Author(s)-Title(s)-Institution(s)

Wiles, Leon E. (Mr.), Dean of Students, The University of South Carolina at Spartanburg

Summary:

This presentation will examine the current status of black students presently enrolled at predominantly white campuses. Attention will be given to pertinent historical background as it relates to the present circumstances of black students. A new model of active involvement and leadership development will be discussed and practical approaches to improving black student retention on predominantly white campuses will be explored.

Significance:

Participants will be anprised of a student development oriented approach to improving student retention.

CODE 178

ABSTRACT TITLE:

ACADEMIC AND NON-ACADEMIC SUPPORT FOR MINORITY FRESHMEN

Author(s)-Title(s)-Institution(s)

Raiford, Cornelius E., Assistant Dean of Freshmen, Dartmouth College

Summary:

Program designed to provide additional academic and social support throughout the Freshman Year for students who may have some difficulty in adjusting to the rigors of a traditional highly competitive college curriculum. The program is coordinated through the Freshman Office. The major components of the program are four courses in English and Mathematics, intensive academic advising, tutorial assistance through individual sessions and small group workshops, peer counseling and monitoring of each student's progress. The Intensive Academic Support (I.A.S.) program at Dartmouth selects students using various evaluative methods including SAT scores, departmental placement examinations, and previous academic experience. 15% of freshmen enrolled in program and approximately 40% are minority. Printed materials are distributed.

Significance:

Participants are given information about approach to retaining minority students by enhancing Freshman Year experience through academic and non-academic support.

CODE 179

ABSTRACT TITLE:

DEVELOPING INSTITUTIONAL RETENTION AWARENESS

Author(s)-Title(s)-Institution(s)

Chambers, Geraldine B. Associate Director, Title III Programs, The Florida A and M University

Summary:

Elucidating the fact that retention is everybody's business, this presentation addresses approaches that have been utilized in marketing university-wide, work products and workable retention models. These approaches strategically clustered into a retention support system serve to create institutional retention awareness. This component initiates university retention workshops/seminars/forums, intrainstitutional product marketing, institutional unit training sessions, resource material development, quarterly newsletters, exhibits and displays. Information presented is the product of a funded program.

Significance:

Participants are familiarized with various approaches to developing institutional retention awareness, that are easily adaptable to their institutions.

CODE 180

ABSTRACT TITLE:

THE IMPACT OF FEE PAYMENT ON STUDENT RETENTION

Author(s)-Title(s)-Institution(s)

Elimimian, Jonathan U. (Dr.), Associate Director, Student Information Network, Florida A and M University

Summary:

Traditionally, providing financial support is an effective strategy in recruiting and retaining students at the historically black colleges and universities in this Country. Financial investment on the part of students themselves, parents, organizations and government has also served as a significant requirement in the financial pursuit of college education by minority students. In this study, a total population of 1,700 students who have partly/not paid their tuition fees were surveyed. The data collected and analyzed are helpful in the understanding of the sources of financial support available to students at the predominantly black institutions of higher learning.

Significance:

The study shows that parental financial support, scholarships, grants, and work study are major sources of college finance available to students.

CODE 181

ABSTRACT TITLE:

STUDENT ATHLETES - ADMISSION AND ACADEMIC PERFORMANCE AS A FACTOR ON RETENTION

Author(s)-Title(s)-Institution(s)

Elimimian, Jonathan U. (Dr.) Associate Director, Student Information Network, Florida A and M University

Summary:

A current problem receiving national attention in American higher education involves the admission, academic performance and retention of student athletes. This paper provides basic information about academic factors which influence the retention of athletes in a traditionally black university. In the study, the following variables were examined: admission test scored, (ACT, SAT, HSGPA), Sports Activities, Majors by Sports, Sex, degrees awarded, retention and graduation rates. The analysis and findings were based on the results of frequency distribution and factor analysis of the variables. It was then possible to report the relationship between academic performance of student athletes and their retention rate.

Significance:

The results serve as guidelines for University administrators and faculty members responsible for the recruitment and academic advisement of potential student athletes.

CODE 182

ABSTRACT TITLE:

A NEW STUDENT HANDBOOK WITHOUT RULES

Author(s)-Title(s)-Institution(s)

Ford, Clinita A. (Dr.) Director of Title III Program and Retention Conference Coordinator, The Florida A&M University

Voss, David (Mr.), Assistant to the Dean, School of General Studies and Director of Student Progression Management, Title III Program, The Florida A&M University

Summary:

TheFirst-Time-In-College (FTIC) student enters a new world when she/he goes to college and leaves the comfort zone of a familiar environment of family, church, school and friends. It can be stressful and frightening. To ease to trauma and reduce the pre-enrollment attrition, a unique handbook was designed to send to students prior to arrival on campus. It contains basic information and holds the student in a comfort zone because it contains no rules. Sample copies will be abailable.

Significance:

The project is easily adaptable for use at any college or university

CODE 193

ABSTRACT TITLE:

A RETENTION PREDICTOR MODEL

Author(s)-Title(s)-Institution(s)

Moghaddam, Farhideh K. (Mrs.), Associate Director, Title III Programs, Florida A and M University

Summary:

The presentation addresses "Retention Predictor Model." This model helps predict students least and greatest probability of returning to Florida A and M University for their sophomore year. For the purpose of this study data was collected on characteristics of persisting and non-persisting freshman students (FTIC) for the period of four years (1982-83) to 1985-86). The study employed the multiple Regression Analysis to estimate chances of a freshman student returning for the sophomore year. Review of literature, data collection, methodology, and the essentials of the retention predictor model are explained. Paper presented is the product of Title III Programs at Florida A and M University.

Significance:

Participants are familiarized with a scientific approach to Retention Prevention Program. The model presented can be easily adopted by other institutions.

CODE 184

ABSTRACT TITLE:

FIRST-TIME-IN-COLLEGE (FTIC) PROFILE AND RETENTION PATTERNS

Author(s)-Title(s)-Institution(s)

Moghaddam, Farhideh K. (Mrs.), Associate Director, Title III Programs,
Florida A and M University

Summary:

The purpose of this study was to identify the characteristics of persisting and non-persisting freshman students at a predominantly Black postsecondary institution. A secondary purpose of this study was to determine retention patterns, and whether there were significant differences on a number of student and institutional variables between persisting and non-persisting students at the end of the fourth year.

The variables used to characterize persisting and non-persisting students were grouped as follows: (1) demographic; (2) academic, pre-college, (3) academic college; (4) educational plans and preferences; and (5) college impressions. Significant differences between returning and non-returning students on these variables were determined using the t-test, chi square, and distribution analysis.

Significance:

Participants are familiarized with first-time-in-college (FTIC) students profile and retention patterns at a predominantly Black postsecondary institution.

CODE 185

ABSTRACT TITLE:

PRE-ENROLLMENT RETENTION STRATEGIES

Author(s)-Title(s)-Institution(s)

Ford, Clinita A. (Dr.), Director of Title III Program and Retention Conference Coordinator, The Florida A&M University

Voss, David (Mr.), Assistant to the Dean, School of General Studies and Director of Student Progression Management, Title III Program, The Florida A&M University

Summary:

The discussion will focus on a continuum of correspondence which connects with the entering student at the time of admission and covers the period leading to arrival on campus and enrollment. Attention will be given to the mentor program which was designed specifically for the entering student.

Significance:

The procedures are simple to implement and can be inexpensive when combined with existent mailings to entering students. The mentor program is effective for building strong relationships between the student and the institution.

CODE 186

ABSTRACT TITLE:

EVALUATION STRATEGIES FOR RETENTION PROGRAMS

Author(s)-Title(s)-Institution(s)

Sullivan, Carl G. (Dr.) University of North Carolina

Summary: INFORMATION NOT AVAILABLE

Significance:

CODE 187

ABSTRACT TITLE:

FACTORS IN STUDENT ATTRITION AT PRAIRIE VIEW A&M UNIVERSITY

Author(s)-Title(s)-Institution(s)

Adams, Elaine P. (Dr.), Vice President for Student Affairs, Prairie View A&M University

Summary:

During Spring 1985 there were 354 undergraduate students identified as eligible to return to Prairie View A&M University following their fall enrollment who chose not to re-enroll. A telephone survey was conducted to determine not only why these students did not re-enroll, but also these students' present education and employment status and their feelings toward the university. Among the findings were the existence of the "stopout" phenomenen and the fact that freshmen were more likely to be in school than any other group, although they were more likely to be attending community colleges than 4-year institutions. Nearly half of the participants in the survey were employed fulltime. Lack of financial resources was the most frequently cited reason for not returning to the university. The students noted favorably the concerned faculty, the friendly students, and the pleasant campus environment. They disliked residential life, the registration process, and what they described as "classroom inequities." Several recommendations were made on how the university could address these problems.

Significance:

The attitudes and circumstances of non-returning students are explored, and a plan for response by the University is presented.

CODE 188

ABSTRACT TITLE:
A BLACK MALE SUPPORT GROUP ON AN URBAN CAMPUS

Author(s)-Title(s)-Institution(s)

Lawrence, Lincoln, Assistant Dean of Instruction, Rutgers University

Davis, William, Counselor, Rutgers University

Summary:

Disturbed by the decline in the admission and retention of black male students, members of the black male faculty and staff have formed a support group for black males attending NCAS, UC and CN. Acting as mentors, faculty and staff have been meeting with students to discuss problems career opportunities are some of the topics the group has explored. The group has produced a complete directory of black students, by class year and major The directory has been used to facilitate the formation of study groups and to improve academic advisement.

According to the students, this is the first opportunity they have had to meet other black students as well as faculty and staff in such an academic-social setting. The activities of the group have been supported by the Dean of Instruction and everyone is now planning for an expanded program for next term.

Significance:

The program is exemplary of a positive support system for black males. on an urban campus. The model can be implemented within an existent structure.

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